DOCUMENT RESUME

ED 311 633 EC 221 039

AUTHOR	Harslem, Barbara P.; Hawkins-Shepard, Charlotte
TITLE	Development of a National Information Center on Deafness. Final Report on National Survey of Information Needs and Services Relating to Hearing Impairment.
INSTITUTION	Gallaudet Coll., Washington, D.C.
SPONS AGENCY	Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE	Dec 80
GRANT	OEG007900565
NOTE	306p.; For the summary document, see EC 221 040.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Deafness; *Information Needs; *Information Services; *Information Systems; National Surveys; *Needs Assessment; Organizations (Groups); User Needs (Information)
IDENTIFIERS	*National Information Center on Deafness

ABSTRACT

A national survey was conducted as part of the development of a planned information center on deafness at Gallaudet College. The survey examined information needs and services relating to hearing impairment, including areas of greatest information need and the possibility of liaison and exchanges with other organizations developing and disseminating informational materials. Usable responses were received from 1,057 organizations (a 74% response) of which 921 receive information inquiries, with the mean number of inquiries 13 per week. The most commonly requested information is on: deafness in general, manual communication/sign language, lipreading/speechreading/speech, interpreter services, hearing aids, and telecommunication devices. Other common requests concern mainstreaming, multiply handicapped deaf people, philosophy/methods of teaching deaf children, parent education, medical/diagnostic subjects, legislation, teacher training, and religious services. The greatest difference between number of inquiries and amount of information available was on the topic of multiply handicapped deaf people. Although parents are the most frequent requestors of information, educators, students, deaf adults, and the general public also make information requests. The findings confirm the need for a central information center so that requests are handled by information providers prepared to respond appropriately. The major portion of the document consists of 92 tables detailing the findings of the survey and appendices that include the survey instruments, comments of respondents, and a list of participating organizations. References are provided. (DB)

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ED311633

Project No. 475AH-90037
Grant No. 0EG007900565

DEVELOPMENT OF A NATIONAL INFORMATION CENTER ON DEAFNESS

Final Report on National Survey of Information Needs and Services Relating to Hearing Impairment

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December 1980

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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Acknowledgements

The success of this project is largely due to the efforts and advice of Michael Karchmer, Brenda Rawlings, and other staff members of the Office of Demographic Studies at Gallaudet College. Valuable assistance was also received from Raymond Trybus, the Dean of the Research Institute at Gallaudet, and from the members of the Information Center Project Advisory Committee.

List of Tables

Table Page

1 Survey Response Rates by Category of Organization....... 42

2 Organizations Receiving Information Requests............ 43

3 Number of Information Inquiries Received by Organizations... 44

4 Frequency of Inquiries by Topic.......................... 45

5 Organizational Frequency of Inquiries on Deafness in General...................................... 47

6 Organizational Frequency of Inquiries on Manual Communication/Sign Language...................... 48

7 Organizational Frequency of Inquiries on Interpreter Services.................................... 49

8 Organizational Frequency of Inquiries on Lipreading/Speechreading/Speech......................... 50

9 Organizational Frequency of Inquiries on Hearing Aids/Amplification Devices..................... 51

10 Organizational Frequency of Inquiries on Telecommunication Devices............................... 52

11 Organizational Frequency of Inquiries on Mainstreaming/Least Restrictive Environment............. 53

Table Page

12 Organizational Frequency of Inquiries on Multiply Handicapped Deaf.............................. 54

13 Organizational Frequency of Inquiries on Philosophy/Methods of Teaching.......................... 55

14 Organizational Frequency of Inquiries on Parent Education.. 56

15 Organizational Frequency of Inquiries on Diagnostic Instruments................................... 57

16 Organizational Frequency of Inquiries on Medical/Diagnostic...................................... 58

17 Organizational Frequency of Inquiries on Legislation.. 59

18 Organizational Frequency of Inquiries on Mental Health Information.............................. 60

19 Organizational Frequency of Inquiries on Teacher Training Programs.............................. 61

20 Organizational Frequency of Inquiries on Hearing Loss in the Elderly............................ 62

21 Organizational Frequency of Inquiries on Teacher Certification.................................. 63

22 Organizational Frequency of Inquiries on Religious Services and Education....................... 64

Table Page

23 Organizational Frequency of Inquiries on Housing for Senior Citizens........................... 65

24 Differences Between Topics of Inquiry and Availability of Information........................... 66

25 Organizational Differences Between Inquiries and Availability of Information on Multiply Handicapped Deaf Persons..................... 68

26 Organizational Differences Between Inquiries and Availability of Information on Mental Health Information Services........................... 69

27 Organizational Differences Between Inquiries and Availability of Information on Hearing Loss in the Elderly................................... 70

28 Organizational Differences Between Inquiries and Availability of Information on Lipreading/Speechreading/Speech................................. 71

29 Organizational Differences Between Inquiries and Availability of Information on Diagnostic Instruments.. 72

30 Organizational Differences Between Inquiries and Availability of Information on Medical/Diagnostic.. 73

Table Page

31 Organizational Differences Between Inquiries and Availability of Information on Parent Education......... 74

32 Organizational Differences Between Inquiries and Availability of Information on Hearing Aids/ Amplification Devices.................................. 75

33 Organizational Differences Between Inquiries and Availability of Information on Legislation.............. 76

34 Organizational Differences Between Inquiries and Availability of Information on Philosophy/Methods of Teaching Deaf Children.............................. 77

35 Organizational Differences Between Inquiries and Availability of Information on Interpreter Services.. 78

36 Organizational Differences Between Inquiries and Availability of Information on Manual Communications Systems/Sign Language.................... 79

37 Organizational Differences Between Inquiries and Availability of Information on Mainstreaming/ Least Restrictive Environment.......................... 80

38 Organizational Differences Between Inquiries and Availability of Information on Deafness in General...... 81

Table Page

39 Organizational Differences Between Inquiries and Availability of Information on Religious Services and Education.................................. 82

40 Organizational Differences Between Inquiries and Availability of Information on Telecommunication and Other Devices.................................... 83

41 Organizational Differences Between Inquiries and Availability of Information on Teacher Training Programs.. 84

42 Organizational Differences Between Inquiries and Availability of Information on Teacher Cerficiation Requirements.. 85

43 Organizational Differences Between Inquiries and Availability of Information on Housing for Senior Citizens...................................... 86

44 Percentage of Requests About Local Resources........... 87

45 Inquirer Categories.................................... 88

46 Organizational Frequency of Inquiries by Parents Relatives, and Friends of Deaf Children............... 89

47 Organizational Frequency of Inquiries by the General Public.. 90

Table Page

48 Organizational Frequency of Inquiries by Teachers....... 91

49 Organizational Frequency of Inquiries by Education Agencies, State and Local.............................. 92

50 Organizational Frequency of Inquiries by University Students.................................... 93

51 Organizational Frequency of Inquiries by Deaf Adults.. 94

52 Organizational Frequency of Inquiries by Audiology/ Speech Pathology of Professionals...................... 95

53 Organizational Frequency of Inquiries by Researchers.. 96

54 Organizational Frequency of Inquiries by Federal/ State/Local Government Agencies (Non-Educational)....... 97

55 Organizational Frequency of Inquiries by Mental Health Professionals................................... 98

56 Organizational Frequency of Inquiries by News Media Representatives................................. 99

57 Organizational Frequency of Inquiries by Religious Groups.....................................100

58 Organizational Frequency of Inquiries by legal Professionals...................................101

Table Page

59 Organizational Frequency of Inquiries by Law Enforcement Agencies.............................. 102

60 Ownership of Telecommunication Devices by Organizations Receiving Information Inquiries........... 103

61 Modes of Response Used to Answer Inquiries.............. 104

62 Organizational Frequency of Use of Referral as Response Mode.. 105

63 Organizational Frequency of Use of Individualized Reply by Letter as Response Mode........................ 106

64 Organizational Frequency of Use of Meetings/ Personal Consultation as Response Mode.................. 107

65 Organizatonal Frequency of Use of Workshops/ Brochures as Response Mode.............................. 108

66 Organizational Frequency of Use of Telephone/TTY Calls as Response Mode.................................. 109

67 Organizational Frequency of the Use of General Reply or Form Letter as Response Mode.................. 110

68 Preparation of Materials by Organizations Receiving Information Requests.......................... 111

69 Preparation of Materials for Lay/General Groups by Organizations Receiving Information Inquiries........... 112

Table Page

70 Preparation of Materials for Professional/ Technical Groups by Organizations Receiving Information Inquiries.................................... 113

71 Methods of Preparing Responses to Inquiries: Use of Organization Staff to Search for Available Information.................................... 114

72 Methods of Preparing Responses to Inquiries: Forwarding of Information Provided by Other Agencies.. 115

73 Methods of Preparing Responses to Inquiries: Contract With Consultants.............................. 116

74 Organizations Usually Able to Answer All Inquiries.. 117

75 Response Methods When No Information is Available: Referral of Inquirer to Other Sources.................. 118

76 Response Methods When No Information is Available: Sending of Inquiry to Another Agency for Its Response... 119

77 Outreach Activities Used by Organizations Receiving Information Inquiries........................ 120

78 Organizations Using Lecture/Speaker Services As Outreach Activity................................... 121

Table Page

79 Organizations Using Workshops As Outreach Activity...... 122

80 Organizations Using Displays/Demonstrations as Outreach Activity.. 123

81 Organizations Using Unsolicited Mailings As Outreach Activity.. 124

82 Anticipation of Obtaining Assistance from Gallaudet..... 125

83 Willingness to Collaborate with Gallaudet's Information Center..................................... 126

84 Ways in Which Organizations are Willing to Collaborate.. 127

85 Willingness of Organizations to Collaborate by Referring Inquiries They Cannot Answer to Gallaudet..... 128

86 Willingness of Organizations to Collaborate by Utilizing Gallaudet Publications and Brochures for Responding to Inquiries............................ 129

87 Willingness of Organizations to Collaborate by Borrowing Media Materials from Gallaudet................ 130

88 Willingness of Organizations to Collaborate by Serving as Referral Source for Inquiries to Which Gallaudet Cannot Respond... 131

Table Page

89 Willingness of Organizations to Collaborate by Exchanging Publications and Brochures Used for Information Responding....132

90 Willingness of Organizations to Collaborate by Providing Publications and Brochures for Use in Responding to Inquiries....133

91 Willingness of Organizations to Collaborate by Lending Media Materials to Gallaudet....134

92 Willingness of Organizations to Collaborate by Providing Access to Their Computerized Data Base....135

Table of Contents

Page

Introduction 1

Statement of the Problem 3

Definition of Terms 4

Method 8

Subjects 8

Instrumentation 11

Data Collection 15

Data Analysis 16

Results 18

Information Inquiries 19

Information Responses 23

Projected Relationship with the Center 27

Comments and Suggestions of Organizations 28

Summary and Conclusions 30

References 36

Tables 41

Appendices 136

A. Survey Instrument 137

B. Cover Letter Accompanying Survey Instrument 142

C. Return Envelope 144

D. Informational Brochures 146

Page

E. Cover Letter in First Follow-up Mailing 152

F. Reminder Postcard for Second Follow-up 154

G. Editing Manual 156

H. Codebook 159

I. Survey Response Rates: Percentage of Non-response 166

J. "Other" Topics of Inquiry Listed Three Times or More 172

K. "Other" Inquirer Categories Listed Three Times or More 174

L. "Other" Modes of Response Listed Three Times or More 176

M. "Other" Groups for Which Materials Are Prepared Listed Three Times or More 178

N. "Other" Preparation of Materials by Organizations Listed Three Times or More 180

O. "Other" Response Methods When No Information Is Available 182

P. "Other" Outreach Activities Used by Organizations 184

Q. Comments 186

R. Organizations Participating in the Study 231

Introduction

Deaf individuals have been described as members of a silent minority, neglected and misunderstood by society (Stewart, 1972). The general public's understanding of the disabling effects of hearing loss is obscured by misinformation and misconceptions (Schreiber, 1973). Misunderstanding of the problem of hearing impairment in children has been cited (Bothwell, 1975) as a major problem area, limiting the effective delivery of service to children and youth. One professional has gone so far as to assert that the major obstacle facing deaf people is "well meaning but misinformed hearing individuals" (Moores, 1978, p. 152).

Despite the fact that hearing impairment is the most prevalent chronic physical disability in the United States (Schein & Delk, 1974), information on the subject is inadequate (Council of Organizations Serving the Deaf, 1973; Stewart & Schein, 1971). The Council of Organizations Serving the Deaf (1973) has stated that numerous gaps exist in the information products and services available. It emphasizes that no coordinated systematic approach exists to meet the information needs that are present all over the country.

The lack of such a coordinated approach can be traced in part to diversity in the field in terms of educational philosophy (Bowe, 1973; Lloyd, 1973; Mindel & Vernon, 1971; Moores, 1978). This diversity has led to limited information begin presented to those seeking answers to questions on deafness and related areas. The International Association of Parents of the Deaf (Mendelsohn, 1980) reports that parents often become confused by information they have received from isolated sources. Many times Congress becomes hesitant to pass bills relating to deafness because of letters and lobbyists from different philosophical camps giving such conflicting yet emotionally convincing testimony (LaVor, 1980).

The necessity of specialized information systems to meet information needs in the specific area of deafness has been supported by Congressional testimony (Dole, 1971). Various efforts to plan and prepare mechanisms for supplying and/or disseminating information about deafness have been underway in recent years. A feasibility study on a development plan for a deafness information center was performed by the Council of Organizations Serving the Deaf (1973). Several task forces have been established at Gallaudet College to investigate the need for a national information center on deafness (Costello, 1979). The appropriateness of Gallaudet as a site for such a center is affirmed by Wright (1975) who describes the college's special collection on deafness and tells of the national recognition this collection has received.

In 1979, Gallaudet College made the decision to establish a National Information Center on Deafness.

Statement of the Problem

In order that the planned information center and other information providers, or potential providers, may accommodate more fully the deafness information needs of individuals and groups, an understanding is needed of national patterns of information seeking and providing in this area. In the process of planning for the implementation of an Information Center on Deafness, a number of questions were raised: How many inquiries are organizations receiving on deafness related topics? About which topics do people inquire? Do the organizations presently receiving queries have the needed information available for dissemination? What kinds of people are asking for information? How often are inquiries made? In what modes or response do the organizations answer these inquiries? What kinds of materials on deafness and related topics have organizations been preparing, and to whom are the materials geared? Which organizations would anticipate obtaining assistance from, and/or collaborating with Gallaudet in handling information requests after the establishment of the Information Center?

Answers to these questions were needed to allow Gallaudet to organize its center around the areas of greatest information need, to prevent it from duplicating services already available, and to enable it to establish liaisons and exchanges with other organizations in the process of developing and disseminating informational materials. This descriptive study was undertaken to provide answers to these questions and to make it possible for future information activities and services to be based on data.

Definition of terms

The following definitions are provided to clarify terms used in this study.

Category of inquirer. The position or role of the person or group making the inquiry in the area of deafness. Includes classifications such as audiology/speech pathology professionals, deaf adults, parents, researchers, and teachers.

Community service centers. Local facilities offering counseling, evaluation, training, and/or referral services to hearing impaired persons.

Day schools for hearing impaired students. Facilities where a significant portion of all classes are conducted exclusively for hearing impaired students, all of whom live at home and attend school during the day.

Deaf. This term is used as it is defined in Public Law 94-142 (1975):

> mentally retarded, hard of hearing, deaf, speech impaired, visulaly handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or children with specific learning disabilities who by reason

thereof require special education and related services. (20 USC 1401)

Hearing impairment.

A generic term indicating a hearing disability which may range in severity from mild to profound. It includes the subsets of deaf and hard of hearing. (Ad Hoc Committee to define Deaf and Hard of Hearing, 1975, p. 509)

Information. An aggregate of facts so organized or utilized as to provide knowledge.

Information center. A center which attempts to meet as many needs as possible of organizations or individuals with regard to information on a particular specialized topic.

Information needs. Interest, questions, or present and future demands for recorded information.

Information provider. A facility which responds to information requests. In the context of this study, the term means a facility which answers inquiries on deafness or related areas.

Mental health facilities. Those organizations that provide hearing impaired individuals with counseling, therapy, and/or clinical services in the area of mental health.

Professional organizations for national information and service. Professional, informational, and/or service organizations that act as information centers.

Postsecondary educational programs Those facilities offering special or supportive post-secondary education programs for deaf persons.

Preschool/elementary and/or secondary educational programs. Residential schools for hearing impaired, day schools for hearing impaired, full-time special education classes serving hearing impaired, part-time special education classes serving hearing impaired, itinerant programs serving hearing impaired, and facilities for multihandicapped students.

Residential schools for hearing impaired students. School facilities in which hearing impaired students are educated, housed, and cared for.

Senior citizen organizations. Organizations which provide group living facilities for aged or elderly deaf persons.

Social/recreational organizations. National and regional organizations of the American Athletic Association of the Deaf, national and state associations of the National Association of the Deaf, the Junior National Association of the Deaf, the United States Deaf Skiers Association, and summer camps and schools for hearing impaired persons.

Speech and hearing centers. Centers that provide diagnostic, clinical, and/or rehabilitative services in hearing and speech areas.

Topic of inquiry. The subject about which information requests are made. May include such topics as mainstreaming/least restrictive environment, philosophy/methods of teaching deaf children, telecommunication devices, and deafness in general.

Type of response. The manner in which an information request is handled. Response can be in the form of referral, letter, phone or TTY conversation, fact sheet, bibliography, article reprint, computer search, book, brochure, lecture, workshop, or consultation visit.

University training programs. University programs for training teachers of the deaf, and/or teachers of the deaf/blind.

Method

Subjects

Population. The total population of interest consists of those administrators or persons usually responsible for responding to information requests in organizations that provide information and services in the area of deafness. Subject organizations were selected from those identified in the 1979 Directory Issue of the *American Annals of the Deaf*, and in the 1979 list of education programs identified through the computerized data bank of the Office of Demographic Studies (ODS) at Gallaudet College. The Directory Issue is among the most comprehensive listings available of facilities that provide services to and about deaf individuals. The ODS data bank has been empirically derived from over ten years of demographic research. Approximately 3800 organizations and institutions are identified in these two lists. Although both listings include Guam, the Virgin Islands, and Canadian organizations, the study has been limited, in order to avoid extra mailing expenses and delays, to only those organizations inside the fifty states and the District of Columbia.

Sampling. Stratified random sampling is a method of sampling which utilizes supplementary information to obtain greater precision in the sample estimates. The population is divided into sub-populations called strata, and a predetermined number of subjects is drawn randomly and independently from each stratum (Cochran, 1963; Kish, 1965; Sudman, 1976). In the Directory Issue listings, organizations have been stratified already, according to organizational role. The ODS listing of educational organizations exceeds that of the educational organizations listed in the Directory Issue, so it is used in this study. The other subgroups known or assumed to be receiving information requests relating to hearing impairment and/or hearing impaired persons are all listed in the Directory Issue.

The following strata were of primary interest:

Directory Issues of American Annals of the Deaf:

- Speech and hearing centers (n=1334)
- Religious organizations (n=499)
- Social/recreational organizations (n=263)
- Inidependent programs (107): rehabilitation centers (40), mental health facilities (14), and community service centers (53).
- University training programs (n=87)
- Postsecondary educational programs (n=66)

Rehabilitation agencies (n=55)

Professional for national information and service (n=33)

Senior Citizen organizations (n=7)

ODS Data Bank:

Preschool/elementary/secondary educational programs (n=1200)

In a summary of sample sizes of several hundred studies, Sudman notes that national studies, regardless of subject matter, typically have samples of 1000 or more. Sheatsley (1974) states that optimum total sampling size for most surveys is between 200 and 2,000 cases. A general rule found in Sudman (1976) is that the sample be large enough so that there are 100 or more units in each category of the major breakdowns, and a minimum of 20 to 50 in the minor breakdowns. For the comparison of subgroups, the optimum sample is one where the sample sizes of the subgroups are equal (Slonim, 1960; Sudman, 1976). Taking these figures into account, the decision was made to use equal size samples of 250 per stratum. Drawn by the fishbowl technique (Drew, 1976), samples were randomly selected from those strata in which the total number of oragnizations was over 250. For those strata which contained less than 250 organizations, the entire listing was used.

Two exceptions were made to the sampling procedure. In the category of "social/recreational organizations," 165 out of the 263 names were for divisions of the National Fraternal Society of the

Deaf. As this society is "foremost" a life insurance organization, it was assumed that information inquiries it received would be minimal, and unrepresentative of the kinds of inquiries other social/recreational groups might receive. With these divisions eliminated, this stratum fit into the category of those with less than 250 subjects, so the remaining 85 listings were used. In the category of "preschool/-elementary/secondary educational" programs, all residential and day school programs (n=223) were included in the belief that large numbers of inquiries are made to them. A sample of 250 units was taken from the remaining non-residential and non-day school educational programs.

The finally selected subject organizations totalled 1425 cases.

Instrumentation

Of the most frequently used forms of data collection in survey research, the mail survey has the following advantages: cost savings (Bachrack & Scoble, 1967; Benson, 1946; Erdos, 1974; Hochstim & Athanasopoulos, 1970; Moser & Kalton, 1971; Seitz, 1944; Van Dalen, 1973), wider distribution (Benson, 1946; Goode & Hatt, 1962; Erdos, 1974; Van Dalen, 1973), less distribution bias (Berdie & Anderson, 1974; Erdos, 1974), no interviewer bias (Erdos, 1974; Gannon, Northern, & Carroll, 1971; Huffman, 1948), time saving (Berdie & Anderson, 1974; Erdos, 1974), centralized control (Erdos, 1974), ease of completion (Cahalan, 1951; Jahoda, Deutsch, & Cook, 1962; Moser & Kalton, 1971), and better likelihood of thoughtful reply (Erdos, 1974). Mail surveys have been found to be particularly effective with relatively small special interest groups or organizations (Sheatsley, 1974). The appropriateness of using a mail questionnaire depends on two considerations: the availability of a good list, and the prospects of an adequate response (Sheatsley, 1974) which can be interpreted also to mean a representative one. In light of the special interest nature of the described subject organizations, the high quality of lists available, and the record of high response rates for surveys going out under the auspices of Gallaudet, the decision was made to use a mail survey.

A questionnaire was designed specifically for use in this study (see Appendix A). Contributing to the development of the instrument were faculty and staff at the Office of Demographic Studies, and the Office of the President at Gallaudet College, members of the National Advisory Committee for the Information Center Project, faculty from the University of Oregon, and the Project Officer at the Office of Libraries and Learning Resources, of the U.S. Office of Education.

One of the important goals in questionnaire design is to obtain information relevant to the purposes of the study (Warwick & Lininger, 1975). The purposes and goals of the study were formulated by nine Gallaudet faculty and staff members. Data viewed as relevant to this survey covered four areas: Information about the organization contacted--including whether or not the organization actually does handle requests for information; information relating to inquiries received--including number of requests over a given time, topics of inquiry, nature of inquiries, and types of persons making inquiries; information relating to methods for processing the requests, including modes of response, preparation of materials with which to respond, handling of inquiries for which information is not available, and type of outreach services; and the degree of interest in utilizing and/or collaborating with the planned National Information Center.

Other considerations in the questionnaire design were length and appearance of the instrument. A six-page questionnaire of 8-1/2 by 11 inch size is reported by Erdos (1974) to be the upper limit in length. Because of printing costs and the general rule of thumb that the fewer the pages the higher the percentage of return, it was determined that the questionnaire would be limited to four pages, to be opened and read like a booklet. Capital Business Forms, a commercial printing company known to deliver high quality work well within established schedules, was selected. The questionnaire was printed on both sides of the paper, to reduce paper weight and simplify the task of both the respondent and the tabulator. Questions were of the closed-end type and incorporated three measurement scales--nominal, ordinal, and interval. Space was provided, however, for comments, and to allow for unanticipated information. In order to make it clear to the respondent how and where to indicate the responses, the graphics of the questionnaire included using boxes for check questions. Check boxes were vertically aligned to help respondents and to enchance the questionnaire's appearance. Tinted paper was solicited because it has been found to increase response rate for questionnaires (Berdie & Anderson, 1974; Patterson, Tinker & Miles, 1940; Pucel, Nelson & Wheeler, 1971). Both the questionnaire and letter of transmittal were pale yellow with black ink. Black ink on yellow paper has been found by Patterson, Tinker, & Miles (1940) to be one of four combinations providing the best legibility.

A stated time limit for returning surveys has been found to reduce the period between questionnaire mailing and returns (Berdie & Anderson, 1974; Ferris, 1951). A return deadline was printed at the bottom of the last page for the questionnaire.

Enclosed with the questionnaire was a one-page cover letter (Appendix B). The letter outlined the nature of the study, expressing the benefits and importance of both the research project and the organization's participation. At the top of both the letter and the questionnaire were the Gallaudet College Seal, letterhead, and words "Office of the President."

Return envelopes (Appendix C) were addressed to the Project Director, Office of the President, Gallaudet College, and had postage stamps affixed. Postage stamps have been found more effective in stimulating response than either metered postage (Champion & Sear, 1969) or postage permit forms (Hammond, 1959; Linsky, 1975; Moser & Kalton, 1971).

In order to illustrate the kind of information materials Gallaudet has been distributing, and to serve as incentives to increase response rate, two small brochures (Appendix D) were included with the questionnaire. Studies have found the offering of incentives to subjects can increase response rates (Berdie & Anderson, 1974; Erdos, 1974; Pucel, Nelson & Wheeler, 1971).

The draft survey instrument was pretested to ensure that it had the capability of gathering desired information and to increase clarity of questions. Two dozen individuals, including representatives of each strata along with members of the Information Center Project Advisory Committee completed and critiqued the questionnaire and accompanying cover letter. A number of suggestions were obtained, and a revised instrument was developed.

Data collection

A package containing the questionnaire, cover letter, return envelope, and sample brochures was sent to each subject. One month after the initial mailing, a follow-up mailing was sent to nonrespondents. In addition to another complete set of materials, a new cover letter (Appendix E) was included. This letter was designed to increase administrators' perception of their responsibility in contributing to this effort. After three additional weeks, reminder postcards (Appendix F) were sent to those who still had not replied.

As the completed questionnaires were returned, case numbers were assigned to each by means of an automatic numbering machine. Editing of the questionnaires was undertaken by the Office of Demographic Studies. Each questionnaire was reviewed for inconsistent and incomplete responses. Editing decisions used for the review are found in Appendix G. The codebook developed to convert responses to codes for data analysis is found in Appendix H. Data entry was made key to disk. Both entry and verification were done by the Office of Demographic Studies.

Data analysis

The aim of this study was to present an overview of national patterns in information seeking and providing on subjects related to hearing impairment. Specifically, the objectives of the study were to gain descriptive data on: inquiries received, people making the inquiries, the processing of inquiries and preparation of responses, the use of activities to anticipate information needs, and the degree of interest in utilizing and/or collaborating with the national Information Center, once it is established.

Analyses were made through the use of the Statistical Package for Social Sciences (SPSS) program, via the Gallaudet DEC-10 computer system. SPSS subprograms used were: 1) frequencies, 2) crosstabs, and 3) breakdown.

In separate calculations, 19 z tests for significance of difference between two proportions were computed (Bruning & Kintz, 1977). These calculations were made to test for significant differences between proportions of organizations receiving inquiries on selected topics, and those having information available on those topics.

Results

This section presents the results of a descriptive statistical analysis of survey data from 1057 organizations that provide information and services in the area of hearing impairment. The section is divided into four parts, covering the following general areas: 1) information inquiries, 2) information responses, 3) projected relationship with the Information Center on Deafness, and 4) comments and suggestions of organizations.

Of the 1425 organizations contacted, 1099 (77%) returned questionnaires. Eleven of these organizations attached notes which indicated that the programs had been discontinued recently. Thirty-one additional organizations returned their questionnaires after the cut-off date. This left a usable N of 1057 (74%). Table 1 offers a breakdown in number and percentages of usable responses according to category of organization. With the exception of community services organizations which had a response rate of 45%, all organizational groups had a response rate of 60% or better. Five groups had a response rate of 80% or higher. Of the mental health facilities contacted, 100% completed and returned the questionnaire.

In the interest of accuracy, organizations were asked in item no. 2 of the questionnaire to verify their primary role. In 96.3% of the cases, respondents checked the category predesignated in the _Annals_ or

ODS listing. Categories for the other 3.7% were left as marked by the respondent or, after telephone confirmation with organizational staff, changed back to the classifications in the listings.

Non-response rates for individual questions are shown in Appendix I. These rates were calculated by determining the total number of subjects asked a particular question, and the number who either left this item blank, or wrote in such things as "unknown." In general, the non-response rates were low, ranging from 1% to 26%. Of the 84 questionnaire items listed in Appendix I, 56 questions had non-response rates of less than 10%. However, all of the questions in 5-B, (the section on availability of information) had non-response rates over 10%.

Information Inquiries

Organizations receiving information requests. Of the 1,057 organizations responding to this survey, 921 (87%) reported that they do receive information inquiries on hearing impairment or related topics; 136 stated that they do not receive information requests. Within each of the eleven categories of organizations, a high proportion report receiving information requests. This proportion ranges from 100% for community service centers to a low of 71% for mental health facilities. The 136 organizations that do not receive information requests were instructed to skip questions 4 to 13 on the questionnaire. Table 2 shows the number and percentage of organizations within each category which receive information requests.

Number of inquiries. The mean number of inquiries per week for all responding organizations was 13. Individual organizations have extreme variability in the number of inquiries received. Inquiries per week ranged from 1 to 1,000. About half of the organizations receive less than 10 requests per week; 18 receive over 100. Within organizational categories, wide variability exists also. Community service centers have the highest number of requests per week, reporting an average of 88 inquiries. Senior citizens organizations have the lowest--a mean 4.5 inquiries. Table 3 presents the average number of inquiries per week within organizational categories, and shows the extreme variability within as well as between groups.

Topics of inquiry. Of the 921 organizations that reported receiving requests, 97% receive inquiries on deafness in general, and on manual communication/sign language. Inquiries on lipreading/speechreading/speech, and on interpreter services are received by 89% of the organizations. In contrast, only 30% are asked about housing for senior citizens. Table 4 shows the distribution of topical inquiries according to frequency of request. About one-fourth of the organizations receiving information requests wrote in additional topics under the category "other." A total of 71 different topics were written in, but most of these were specified only once. Appendix J contains a listing of those topics which were written in three times or more. For the various categories of organization, frequency of inquiries on the selected topics varies substantially. For example, almost two-thirds of the speech and hearing agencies reported receiving requests at least once a week, if not more frequently, for information on hearing aids and/or amplification devices.

This can be compared to the 66% of the senior citizen groups which reported receiving no requests for information on hearing aids. In most cases, all categories of organizations receive questions on all topics, at some time during a year. Tables 5 through 23 present organizational frequency of inquiries per topic.

Availability of information. For all 19 topics presented, some organizations reported having information available to provide to persons making inquiries. With one exception only, over half the organizations had information on all topics. For the topic of "deafness in general," 92% of the organizations reported having information available. On manual communication/sign language, 91% had information. Notably different from the other topics was "housing for senior citizens." Only 28% of the organizations reported being able to provide information on that topic.

In examining the percentages of organizations with information available, it is most interesting to make a comparison with percentages of organizations receiving inquiries per topic. This information is provided in Table 24. Differences are easily discerned. However, in order to determine if these differences were statistically significant, calculations were made using a z test for significance of difference between two proportions (Bruning & Kintz, 1977). The null hypothesis was that no difference exists in the population proportions. Nineteen separate calculations were made, and the differences were significant ($p = < .05$) for 18 cases. Significant differences were not present between proportions of organizations receiving inquiries about teacher certification requirements, and proportions of organizations having information available on teacher certification requirements. Tables 25 through 43 provide information on organizational differences.

Information about local resources. Of all requests received by responding organizations, an average of 72% are for information about local resources, or those specific to the facilities function. About 20% of the organizations reported that 90% of their requests are local in nature. Very few (6%) receive local inquiries only, and just 1% receive no local inquiries at all. The most frequent percentage reported for local questions was 90%; the range was 0 to 100. Senior citizen organizations had the most local questions (98%) while as might be expected, less than half (44%) of the inquiries to national professional organizations were on local topics. Table 44 presents the average percentage of local questions received by category of organization.

Who makes information inquiries? Of the various kinds of individuals or organizations that request information, parents are among the most frequent. Requests from parents were reported by 96% of all organizations that receive requests. Parents appear to inquire of many places, but most tend to contact community service centers, professional organizations for national information and service, and mental health facilities. Inquiries from the general public were reported by 93% of the organizations receiving requests. Sixty-one percent of the professional organizations for national information and service reported that they receive daily inquiries from the general public. Table 45 shows percentages of inquirer categories, ranked by number of organizations having these inquirers. Tables 46 to 59 indicate the organizational frequency of inquires by inquirer category. Under the category "other," six percent (55) respondents had write-ins. No more than seven write-ins were made for any one inquirer category. Appendix K shows inquirer categories that received three or more write-ins for "other."

Information Responses

Telecommunication devices. Of the organizations receiving information requests who responded to this question, slightly over half (55%) have a telecommunication device. All but one of the postsecondary programs reported having a telecommunication device. Over 70% of the following categories of organizations receiving requests have a telecommunication device: rehabilitation agencies/ centers, community service centers, senior citizen centers, mental health facilities, and social-recreational organizations. Speech and hearing organizations that receive information requests were the lowest in this area, with only 23% reporting that they have a telecommunication device for use with deaf persons. Table 60 presents ownership of telecommunication devices by category of organization.

Modes of response. Over 70% of responding organizations that answer information inquiries use the following modes of response: individualized letters, telephone/TTY calls, meetings/personal consultation, form or general letters, workshops/brochures/presentations are used infrequently by most organizations, with 63% or more of the mental health, preschool/elementary and/or secondary educational, religious, senior citizens, social/recreational and university training organizations that respond to inquiries reporting that they never use these modes, or use them less than once a month. Table 61 presents information on modes of response used by all responding organizations that answer information inquiries. Tables 62 to 67 show frequency of use per response mode by category of organization. A few respondents wrote in additional modes of response, under the category "other." Those modes written three or more times are listed in Appendix L.

Preparation of materials. Over half of the responding organizations that receive information inquiries prepare fact sheets, brochures, packets, publications, or bibliographies related to hearing impairment. Of the postsecondary organizations, 75% reported preparing materials, as opposed to 45% of the religious groups. Table 68 shows the distribution of percentages of organizations preparing materials. Materials for laypersons are prepared by 93% of the organizations; 72% reported preparing publications for professionals. In five categories of organizations, 100% of the respondents that prepare materials design them for laypersons. These organizational categories include: rehabilitation, religious, community service, mental health, and senior citizen organizations. In the mental health category, 100% of the respondents that prepare materials design them for professionals also. Table 69 presents by organizational category the percentage of organizations preparing materials for laypersons; Table 70 provides this information with regard to materials prepared for professionals. Additional groups for which materials are prepared were written in under the category "other" by respondents from each organizational category. The most frequent groups mentioned were parents and college/university students. Groups listed three or more times are reported in Appendix M.

Methods of preparing responses. Of possible methods for preparing responses to inquiries related to hearing impairment, having organization staff search for available information was reported to be used by 70% of the organizations. Of the mental health organizations responding to inquiries, 100% reported using this method. At least 50% of respondents in all other organizational categories follow this approach. Many (78%) ask other agencies to provide them with information which they then forward to the inquirer. Few (26%) organizations reported contracting with consultants to prepare materials. However, 44% of the professional organizations for national information and service did indicate using this method. Tables 71 through 73 present by organizational category, percentages of organizations preparing responses to inquiries according to method used. A few respondents wrote in additional methods under the category "other." Those methods with three or more listings are found in Appendix N.

Response method when information is unavailable. When asked how they responded to inquiries about which they do not have information, only 13% of the responding organizations indicated they were usually able to answer all inquiries. Within organizational categories, as shown in Table 74, the highest percentage of organizations able to answer all inquiries was only 17% (community service and senior citizen organizations), and the lowest was 0% (mental health facilities). When unable to answer inquiries, 99% of the responding organizations refer the inquirer to another information source. About half of the organizations send the inquiry directly to an agency that they believe can respond, and ask that agency to answer the request. Tables 75 and 76 provide percentages by organizational category of response methods used when no information is available. A few respondents wrote in additional methods under the category "other." Four separate methods were specified. These methods are listed in Appendix O.

Types of outreach activities. Among outreach activities, lecture and speaker services are employed by 78% of all responding organizations. This activity is used by 100% of the respondents in the mental health category. In contrast, only 24% of the organizations use unsolicited mailings for outreach purposes. Table 77 provides percentages of organizations that use each type of outreach activity. As can be seen in Tables 78 through 81, over half of the organizations in each category use lecture/speaker services, and displays/demonstrations as an outreach activity. Except for the senior citizen category, over half the organizations also give workshops as part of their outreach function. Use of unsolicited mailings ranges from 50%

(senior citizen) to 10% (university training) of the responding organizations. Six additional types of outreach activities were entered under the category "other." These are listed in Appendix P.

Projected Relationship With the Center

Anticipation of obtaining assistance. Of the responding organizations, including those who do not receive information inquiries, 84% anticipate obtaining assistance from the Information Center when it is established. Only 8% of all respondents to the survey indicated they did not know whether or not they would want assistance from Gallaudet. Overall response to this question was high, with just 1% (n=12) leaving the item blank. Of all organizations surveyed, only 6% reported that they would not seek assistance. Table 82 provides percentages by organizational category of respondents anticipating obtaining assistance from Gallaudet.

Willingness to collaborate. Willingness to collaborate with the information center was expressed by 89% of the subject organizations responding to this survey. As seen in Table 83, 100% of the postsecondary, community service, and mental health facilities are willing to collaborate. The lowest percentage of organizations expressing interest in collaborating was 80% (professional organizations for national information and service). Of the respondents, only 6% said they did not know whether or not they were interested in collaborating. As in the item on anticipation of information center use, just 1% (n=12) left the item blank. Only 4% of the organizations reported that they were not willing to collaborate.

Ways of collaborating. Presented in Table 84 is information on organizations' willingness to collaborate in eight areas. Almost all (99%) of the responding organizations indicated that they will refer to Gallaudet the requests that they cannot answer. Also, 99% want to utilize Gallaudet publications. A lower, but substantial proportion (59%) are willing to lend media materials to Gallaudet. Only 16% indicated willingess to provide Gallaudet with their computerized data base; however, the comments written in for this item showed that most organizations do not have that feature. One additional way of collaborating, written in under the category "other," related to obtaining speakers for deaf awareness activities. Tables 85 through 92 present percentages for organizational categories according to ways of collaborating.

Comments and Suggestions of Organizations

A write-in category for comments was provided at the end of the questionnaire. A large number of respondents made use of this provision. Many wrote supportive remarks about the Information Center Concept. Only three comments were received which could be considered non-supportive. A few comments made note of similar centers. A number related to recommendations about the center. Among these were the suggestion that a toll-free number be used, responses be made in a timely manner, and a newsletter be published. Many comments explained the scope and services of the responding organization. Reference was made to planned expansion on the part of some programs. Others described the size of their program, and sometimes told about its strengths or limitations. One such comment advised: "We are just a small group trying to serve the Lord by helping the deaf." Some respondents used the comments section to make requests for current needs, such as brochures or catalogues. Additional types of comments included those related to networking, and/or avoiding duplication. All comments have been grouped, and are found in Appendix Q.

Contact persons. The last item on the questionnaire asked respondents to indicate an appropriate person at their facility to contact regarding information needs. From responses to this item, a master mailing list has been compiled, to be duplicated when needed, on pressure-sensitive labels.

A roster of the name and city for all the organizations responding to this survey is found in Appendix R.

Summary and Conclusions

National patterns of information seeking and providing in the area of hearing impairment were studied through the use of a mail survey sent to a stratified randum sample of 1,425 organizations. Responding organizations totalled 1,099 (77%) from which the usable returns were 1,057 (74%). For purposes of the study, organizations have been divided into eleven subgroups, stratified according to organizational role.

Of the 1,057 organizations, 921 receive information inquiries. Within each organizational category, 70% or more of the respondents receive inquiries. The mean number of inquiries per week is 13. In the number of inquiries received, a wide amount of variance exists within organizational categories, and among individual organizations.

The greatest percentage (85% or more) of organizations receive requests for information on: deafness in general, manual communication/sign language, lipreading/speechreading/speech, interpreter services, hearing aids, and telecommunication devices. At least three-fourths of the organizations receive information inquiries on: mainstreaming, multiply handicapped deaf people, philosophy/methods of teaching deaf children, parent education, diagnostic instruments, and medical/diagnostic subjects. More than half the organizations receive requests about: legislation, mental health information and services, teacher training programs, hearing loss in the elderly, teacher certification requirements, and religious services/education. Housing for senior citizens is the topic least frequently reported, but as a topic on which information is requested, it still accounts for 30% of the responding organizations. Frequency of inquiries on the selected topics varies substantially for the various categories of organizations.

For each of the topics specified, some organizations have information available to provide to persons making inquiries. However, not all organizations are able to provide information on all topics about which they receive inquiries. The total number of organizations with information available per topic was smaller than the total number receiving inquiries per topic. As a result of the z test for significance of difference between two proportions (Bruning & Kintz, 1977), the related null hypothesis that no difference exists between these population proportions was rejected for 18 of 19 topics. (The one topic for which no statistically significant difference was found was that of teacher certification.) The greatest difference found was between inquiries on and information available about the topic--multiply handicapped deaf people.

Many requests to organizations are strictly local in nature. However, very few organizations receive local inquiries only.

Many different kinds of people make information inquiries to a variety of organizations. Of the various categories of inquirers, parents make requests most frequently, and to the most organizations. Over 80% of the organizations receive inquiries also from educators, university students, deaf adults, and the general public. However, only a little over half the organizations reported receiving some requests from law enforcement agencies, legal professionals, religious groups, news media representatives, mental health professionals, government agencies, audiology/speech pathology professionals and researchers.

As an index of sensitivity to the communication needs of deaf persons, ownership of telecommunication devices was surveyed. The wide amount of variance among groups is readily apparent. Telecommunication devices are owned by all but one of the responding postsecondary programs. About three-fourths of the rehabilitation agencies/centers, community service centers, senior citizen centers, mental health facilities and social/recreational organizations have such a device. However, slightly less than one-fourth of the responding speech and hearing centers have a telecommunication device. Over two-thirds of the organizations use individualized letters, form letters, telephone/TTY calls, meetings/personal consultation, and referral as a means of responding to information inquiries. Individualized letters are used at least once a week, for example, by two-thirds of the professional organizations for national information and service.

Over half of the responding organizations prepare fact sheets, brochures, packets, publications, or bibliographies related to hearing impairment. About 90% of the organizations prepare materials for laypersons; 70% prepare materials for professionals. Many organizations specified that they prepare materials for parents, writing in "parents" under the category "other."

In order to prepare responses, over 70% of the organizations have their staff search for available information. The same percentage of organizations ask other agencies to provide them with information to forward to inquirers. Few organizations contract with consultants to prepare materials.

Only 13% of the organizations indicated they usually are able to answer all inquiries. Community service centers and senior citizen organizations most often indicated that they could answer all inquiries received, but even here only 17% made this claim. When unable to answer inquiries, nearly all organizations make referrals.

Over three-fourths of the organizations, including all the mental health facilities, use lecture and speaker services as part of their outreach activities. Somewhat fewer use displays/demonstrations and workshops. Less than one-fourth use unsolicited mailings. Wide variability exists on the whole, among categories of organizations with regard to types of outreach activities used.

Obtaining assistance from Gallaudet when the information center is operating was anticipated by most organizations, with only 6% reporting that they would not seek assistance. High interest was expressed, particularly by postsecondary, community service, and mental health organizations, in collaborating with the Gallaudet Information Center. Only 4% of the organizations indicated they were not willing to collaborate. Nearly all the organizations willing to collaborate indicated they would refer requests they cannot answer to Gallaudet, and will utilize Gallaudet publications. Close to 90% want to borrow media materials from Gallaudet, serve as a referral source for inquiries to which Gallaudet cannot respond, and exchange publications and brochures with Gallaudet. Three-fourths will provide publications and brochures to Gallaudet, and over half will lend media material to Gallaudet. Few were willing to provide access to their computerized data base, but comments showed that this was mostly because many did not have one. Generally, comments indicate high enthusiasm for the establishment of a national information center on deafness.

Survey results indicate that a great number of organizations commit enormous amounts of time and effort attempting to meet information needs in the area of hearing impairment. The results underscore the many and diverse organizations to which inquirers, particularly those laypersons and/or parents and others seeking information of a general nature, make requests. The data highlight the fact that far more organizations receive requests than have information available to provide to those making the requests. These data confirm the need for a focal point through which inquiries can be channeled so that requests are handled by those information providers best prepared to respond appropriately.

Enthusiasm and support for a national information center at Gallaudet College are reflected by the data and the comments in this survey. The prevailing attitude is reflected in the following comment of a responding organization:

> It should be a very useful center, not only in terms of direct information and referral, but in moving towards greater exchange and coordination of materials.

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Tables

Table 1

Survey Response Rates by Category of Organization

Number and Percentage

(N = 1057)

Category of organization	Total number contacted	Number responding	Percentage responding
	1,425	1,057	74
Preschool/elementary and/or secondary educational[a]	472	367[a]	78[a]
Postsecondary education[a]	66	62[a]	94[a]
Professional for national information and service	33	25[a]	76
Rehabilitation[a]	95	87[a]	92[a]
Community service[a]	53	24[a]	45[a]
Senior citizen[a]	7	8[a]	89[a]
Speech and hearing	250	183	73
Social/recreational[a]	98	59[a]	60[a]
University training	87	70	80
Mental health	14	14	100
Religious[a]	250	158[a]	63[a]

[a] Some organizations initially contacted as representing one category changed their classification (e.g., seven senior citizen organizations were contacted and six responded; however two organizations from other categories reclassified themselves as senior citizen organizations). Percentage responding has been adjusted accordingly.

Table 2

Organizations Receiving Information Requests

Number and Percentage

(N = 921)

Category of organization	N	Percentage of n
Community service	24	100
University training	69	99
Postsecondary educational	59	95
Preschool/elementary and/or secondary educational	334	91
Rehabilitation	79	91
Speech and hearing	159	87
Social/recreational	45	76
Professional for national information and service	19	76
Senior citizen	6	75
Religious	117	74
Mental health	10	71

Table 3

Number of Information Inquiries Received by Organizations

Means and Standard Deviations

(N = 874)

Category of organization	Inquiries per week	
	Mean	Standard deviation
Community service	87.6	222.0
Professional for national information and service	38.5	59.4
Postsecondary educational	23.3	66.6
Rehabilitation	15.2	30.1
University training	12.0	14.2
Speech and hearing	11.9	24.1
Religious	9.7	48.5
Mental health	8.6	9.1
Preschool/elementary and/or secondary educational	8.3	17.5
Social/recreational	6.2	7.8
Senior citizen	4.5	1.0

Table 4

Frequency of Inquiries by Topic

Percentages

Topics	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Deafness in general (N = 883)	13	28	32	25	3
Manual communication/ sign language (N = 880)	12	26	31	29	3
Interpreter services (N = 878)	10	19	25	35	11
Lipreading/speechreading/ speech (N = 858)	3	13	29	44	11
Hearing aids/ amplification devices (N = 858)	11	19	24	34	13
Telecommunication devices (N = 866)	5	12	27	41	15
Mainstreaming (N = 869)	4	14	29	38	16
Multiply handicapped deaf (N = 863)	2	8	23	50	17
Philosophy/methods of teaching (N = 863)	4	10	25	42	18

Table 4 - Continued

Topics	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Parent education (N = 852)	4	10	27	41	18
Diagnostic instruments (N = 855)	4	11	23	44	18
Medical/diagnostic (N = 844)	8	14	20	36	22
Legislation (N = 862)	1	7	16	49	26
Mental health information (N = 861)	2	8	19	44	27
Teacher training programs (N = 855)	3	8	20	42	28
Hearing loss in the elderly (N = 850)	5	9	16	39	31
Teacher certification (N = 862)	3	9	14	39	36
Religious services and education (N = 869)	4	8	12	36	41
Housing for senior citizens (N = 846)	1	1	6	22	70

Table 5

Organizational Frequency of Inquiries on Deafness in General

Percentages

(N = 883)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	8	24	33	32	3
Postsecondary educational	17	42	30	8	2
Professional for national information and service	37	25	19	19	0
Rehabilitation	21	34	25	19	1
Community service	33	25	33	4	4
Senior citizen	25	25	25	0	25
Speech and hearing	16	23	32	25	4
Social/recreational	12	41	14	33	0
University training	11	36	28	25	0
Mental health	10	30	20	40	0
Religious	9	28	42	15	6

Table 6

Organizational Frequency of Inquiries on

Manual Communication/Sign Language

Percentages

(N = 880)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	9	25	32	32	2
Postsecondary educational	41	29	22	7	2
Professional for national information and service	19	13	25	31	12
Rehabilitation	7	37	28	27	1
Community service	46	25	21	8	0
Senior citizen	25	25	0	25	25
Speech and hearing	6	15	24	47	8
Social/recreational	10	29	37	21	3
University training	9	33	40	16	2
Mental health	0	67	11	11	11
Religious	7	28	41	20	8

Table 7

Organizational Frequency of Inquiries on Interpreter Services

Percentages

(N = 878)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	4	13	23	43	16
Postsecondary educational	41	39	16	4	0
Professional for national information and service	6	19	25	44	6
Rehabilitation	18	43	20	14	5
Community service	52	17	13	17	0
Senior citizen	25	25	0	25	25
Speech and hearing	5	4	23	49	19
Social/recreational	12	22	28	30	8
University training	5	18	30	38	9
Mental health	20	20	30	30	0
Religious	7	32	36	25	1

Table 8

Organizational Frequency of Inquiries on Lipreading/Speechreading/Speech Percentages

(N = 858)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	3	17	29	45	7
Postsecondary educational	0	12	29	50	9
Professional for national information and service	7	0	33	40	20
Rehabilitation	0	7	23	60	10
Community service	0	21	38	38	4
Senior citizen	0	0	33	33	33
Speech and hearing	10	16	41	30	3
Social/recreational	3	5	8	49	36
University training	2	15	40	36	8
Mental health	0	10	30	50	10
Religious	0	5	11	49	35

Table 9

Organizational Frequency of Inquiries on Hearing Aids/Amplification Devices

Percentages

(N = 858)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	8	19	30	38	5
Postsecondary educational	2	7	23	52	16
Professional for national information and service	18	12	23	29	18
Rehabilitation	4	23	29	37	7
Community service	9	17	48	13	13
Senior citizen	0	0	33	0	67
Speech and hearing	31	33	20	14	2
Social/recreational	3	0	20	45	32
University training	6	32	16	35	11
Mental health	10	10	10	30	40
Religious	1	1	13	42	43

Table 10

Organizational Frequency of Inquiries on Telecommunication Devices

Percentages

(N = 866)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	1	7	24	48	20
Postsecondary educational	10	27	34	27	2
Professional for national information and service	12	23	18	29	18
Rehabilitation	14	26	30	27	3
Community service	29	21	25	17	8
Senior citizen	33	0	33	33	0
Speech and hearing	3	5	18	54	21
Social/recreational	3	27	38	24	8
University training	1	6	37	37	19
Mental health	10	10	30	40	10
Religious	6	10	36	38	10

Table 11

Organizational Frequency of Inquiries on Mainstreaming/

Least Restrictive Environment

Percentages

(N = 869)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	4	20	35	34	6
Postsecondary educational	5	17	33	40	5
Professional for national information and service	6	22	33	22	17
Rehabilitation	1	7	22	54	16
Community service	8	8	42	33	8
Senior citizen	0	0	0	0	100
Speech and hearing	3	7	22	41	27
Social/recreational	5	13	28	33	21
University training	2	28	36	31	3
Mental health	0	25	25	38	12
Religious	2	1	12	39	46

Table 12

Organizational Frequency of Inquiries on Multiply Handicapped Deaf

Percentages

(N = 863)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	2	9	21	55	13
Postsecondary educational	0	3	32	56	9
Professional for national information and service	0	0	47	29	24
Rehabilitation	4	14	38	42	3
Community service	9	13	30	48	0
Senior citizen	0	25	0	50	25
Speech and hearing	3	7	11	54	25
Social/recreational	0	5	31	26	38
University training	2	6	39	45	8
Mental health	20	30	40	10	0
Religious	1	2	12	50	35

Table 13

Organizational Frequency of Inquiries on

Philosophy/Methods of Teaching

Percentages

(N = 863)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	6	10	32	44	8
Postsecondary educational	3	14	23	42	18
Professional for national information and service	0	31	6	31	31
Rehabilitation	0	5	16	48	31
Community service	0	4	39	48	9
Senior citizen	0	0	0	0	100
Speech and hearing	4	7	20	42	27
Social/recreational	2	10	18	35	35
University training	9	29	36	21	5
Mental health	0	10	20	60	10
Religious	1	5	17	49	28

Table 14

Organizational Frequency of Inquiries on Parent Education

Percentages

(N = 852)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	5	15	34	36	10
Postsecondary educational	0	5	19	48	28
Professional for national information and service	18	18	12	35	18
Rehabilitation	0	5	24	47	23
Community service	4	17	39	39	0
Senior citizen	0	0	0	0	100
Speech and hearing	6	8	25	43	18
Social/recreational	0	5	14	54	27
University training	7	13	37	27	16
Mental health	0	11	22	67	0
Religious	1	3	15	47	34

Table 15

Organizational Frequency of Inquiries on Diagnostic Instruments

Percentages

(N = 855)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	3	9	28	49	12
Postsecondary educational	0	5	25	53	17
Professional for national information and service	0	19	12	50	19
Rehabilitation	3	9	19	61	8
Community service	4	17	22	44	13
Senior citizen	0	0	0	33	67
Speech and hearing	16	20	23	33	8
Social/recreational	0	0	16	30	54
University training	3	23	31	38	5
Mental health	0	20	30	50	0
Religious	0	1	3	36	60

Table 16

Organizational Frequency of Inquiries on

Medical/Diagnostic

Percentages

(N = 844)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	5	15	21	42	18
Postsecondary educational	0	5	14	52	29
Professional for national information and service	6	25	31	25	13
Rehabilitation	7	22	22	33	15
Community service	8	21	25	33	12
Senior citizen	0	0	50	0	50
Speech and hearing	27	20	21	22	10
Social/recreational	0	0	3	44	53
University training	3	6	30	40	21
Mental health	11	44	44	0	0
Religious	1	1	12	33	53

Table 17

Organizational Frequency of Inquiries on Legislation

Percentages

(N = 862)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	0	6	14	50	30
Postsecondary educational	0	12	25	54	9
Professional for national information and service	6	29	29	29	6
Rehabilitation	5	9	26	42	18
Community service	4	17	33	33	13
Senior citizen	0	20	20	40	20
Speech and hearing	1	2	9	51	37
Social/recreational	0	22	19	38	22
University training	0	9	22	55	14
Mental health	0	20	10	40	30
Religious	1	3	13	54	29

Table 18

Organizational Frequency of Inquiries on

Mental Health Information

Percentages

(N = 861)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	.3	8	20	45	26
Postsecondary educational	0	9	30	40	4
Professional for national information and service	0	6	29	29	35
Rehabilitation	4	18	30	42	5
Community service	13	17	22	44	4
Senior citizen	0	20	40	0	40
Speech and hearing	2	4	10	44	40
Social/recreational	3	0	18	29	50
University training	0	6	14	58	22
Mental health	40	40	20	0	0
Religious	1	5	14	48	32

Table 19

Organizational Frequency of Inquiries on

Teacher Training Programs

Percentages

(N = 855)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	1	7	25	52	15
Postsecondary educational	0	7	36	47	10
Professional for national information and service	12	12	18	29	29
Rehabilitation	1	4	11	47	37
Community service	0	0	21	58	21
Senior citizen	0	0	0	0	100
Speech and hearing	1	3	11	34	50
Social/recreational	0	5	10	33	51
University training	23	40	29	8	0
Mental health	0	0	0	40	60
Religious	1	4	12	38	44

Table 20

Organizational Frequency of Inquiries on

Hearing Loss in the Elderly

Percentages

(N = 850)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	2	4	9	42	44
Postsecondary educational	0	2	16	57	25
Professional for national information and service	7	20	7	40	27
Rehabilitation	4	8	20	46	22
Community service	4	9	52	13	22
Senior citizen	0	0	50	0	50
Speech and hearing	22	24	26	23	5
Social/recreational	0	3	8	40	49
University training	2	16	18	36	29
Mental health	0	20	10	40	30
Religious	1	1	14	44	40

Table 21

Organizational Frequency of Inquiries on

Teacher Certification

Percentages

(N = 862)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	1	8	21	54	17
Postsecondary educational	2	7	21	53	17
Professional for national information and service	6	19	0	38	38
Rehabilitation	0	1	11	31	57
Community service	0	4	8	63	25
Senior citizen	0	0	0	0	100
Speech and hearing	1	3	8	29	58
Social/recreational	0	5	0	21	74
University training	23	47	21	9	0
Mental health	0	0	0	20	80
Religious	1	2	5	28	64

Table 22

Organizational Frequency of Inquiries on

Religious Services and Education

Percentages

(N = 869)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	.3	2	9	43	45
Postsecondary educational	7	7	23	37	26
Professional for national information and service	0	0	17	33	50
Rehabilitation	0	4	5	54	37
Community service	4	4	22	48	22
Senior citizen	33	0	0	33	33
Speech and hearing	0	1	3	27	69
Social/recreational	0	11	13	26	50
University training	0	2	8	41	49
Mental health	0	10	10	70	10
Religious	26	38	28	8	0

Table 23

Organizational Frequency of Inquiries on

Housing for Senior Citizens

Percentages

(N = 846)

Category of organization	Percentage of organizations receiving inquiries				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	0	.3	2	11	86
Postsecondary educational	0	0	11	25	64
Professional for national information and service	0	0	7	27	67
Rehabilitation	1	3	16	37	43
Community service	8	0	17	50	25
Senior citizen	80	0	0	0	20
Speech and hearing	0	1	3	17	79
Social/recreational	0	5	3	37	55
University training	0	2	2	20	77
Mental health	0	0	0	60	40
Religious	1	4	16	34	45

Table 24

Differences Between Topics of Inquiry and Availability of Information

Percentages

Topics	Organizations receiving inquiries				
	Receipt of inquiries per topic		Availability of information		Differences between two proportions
	N	% Yes	N	% Yes	(z)
Multiply handicapped deaf	863	83	782	63	15.38*
Mental health information	861	73	778	56	13.07*
Hearing loss in the elderly	850	69	765	52	13.07*
Lipreading/speechreading/ speech	858	89	784	78	7.85*
Diagnostic instruments	855	82	777	71	7.85*
Medical/diagnostic	844	78	765	67	7.85*
Parent education	852	82	771	73	7.14*
Hearing aids/amplification devices	858	87	790	77	7.14*
Legislation having impact on deaf people	862	74	772	65	6.92*
Philosophy/methods of teaching deaf children	863	82	782	74	6.15*
Interpreter services	878	89	810	82	4.28*
Manual communication/sign language	880	97	808	91	4.00*

Table 24 - Continued

Topics	Organizations receiving inquiries				
	Receipt of inquiries per topic		Availability of information		Differences between two proportions
	N	% Yes	N	% Yes	(z)
Mainstreaming/least restrictive environment	869	84	777	78	4.28*
Deafness in general	883	97	824	92	3.57*
Religious services and education	869	59	770	54	4.16*
Telecommunication and other devices	866	85	783	82	2.14*
Teacher training programs	855	72	777	69	2.30*
Teacher certification requirements	862	64	775	62	1.53
Housing for senior citizens	846	30	749	28	2.22*

$^*p < .05$

Table 25

Organizational Differences Between Inquiries and Availability of Information on Multiply Handicapped Deaf Persons

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 717)	Having information available (N = 496)
Preschool/elementary and/or secondary educational	87	69
Postsecondary educational	91	60
Professional for national information and service	77	77
Rehabilitation	97	73
Community service	100	63
Senior citizen	75	50
Speech and hearing	75	57
Social/recreational	62	43
University training	92	79
Mental health	100	100
Religious	65	45

Table 26

Organizational Differences Between Inquiries and Availability of Information on Mental Health Information Services

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 626)	Having information available[a] (N = 437
Preschool/elementary and/or secondary educational	74	57
Postsecondary educational	79	51
Professional for national information and service	65	62
Rehabilitation	95	69
Community service	96	68
Senior citizen	60	(67)
Speech and hearing	60	52
Social/recreational	50	41
University training	78	62
Mental health	100	100
Religious	68	47

[a] Number in parentheses indicates available information exceeds receipt of inquiries.

Table 27

Organizational Differences Between Inquiries and Availability of Information on Hearing Loss in the Elderly

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 584)	Having information available[a] (N = 402)
Preschool/elementary and/or secondary educational	57	42
Postsecondary educational	75	38
Professional for national information and service	73	60
Rehabilitation	78	53
Community service	78	60
Senior citizen	50	(60)
Speech and hearing	95	88
Social/recreational	51	15
University training	71	68
Mental health	70	60
Religious	60	39

[a] Number in parentheses indicates available information exceeds receipt of inquiries.

Table 28

Organizational Differences Between Inquiries and Availability of Information on Lipreading/ Speechreading/Speech

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 760)	Having information available[a] (N = 612)
Preschool/elementary and/or secondary educational	93	88
Postsecondary educational	91	68
Professional for national information and service	80	57
Rehabilitation	90	77
Community service	96	80
Senior citizen	67	(75)
Speech and hearing	97	90
Social/recreational	64	35
University training	92	(95)
Mental health	90	50
Religious	65	49

[a] Numbers in parentheses indicate available information exceeds receipt of inquiries.

Table 29

Organizational Differences Between Inquiries and Availability of Information on Diagnostic Instruments

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 699)	Having information available (N = 549)
Preschool/elementary and/or secondary educational	88	85
Postsecondary educational	83	56
Professional for national information and service	81	50
Rehabilitation	92	70
Community service	87	55
Senior citizen	33	25
Speech and hearing	92	85
Social/recreational	46	21
University training	95	84
Mental health	100	100
Religious	40	26

Table 30

Organizational Differences Between Inquiries and Availability of Information on Medical/Diagnostic

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 657)	Having information available (N = 511)
Preschool/elementary and/or secondary educational	82	72
Postsecondary educational	71	43
Professional for national information and service	88	71
Rehabilitation	85	81
Community service	88	70
Senior citizen	50	25
Speech and hearing	90	86
Social/recreational	47	18
University training	79	70
Mental health	100	80
Religious	47	40

Table 31

Organizational Differences Between Inquiries and Availability of Information on Parent Education

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 700)	Having information available[a] (N = 559)
Preschool/elementary and/or secondary educational	90	86
Postsecondary educational	72	59
Professional for national information and service	82	71
Rehabilitation	77	52
Community service	100	68
Senior citizen	0	0
Speech and hearing	82	76
Social/recreational	73	42
University training	84	(86)
Mental health	100	70
Religious	66	56

[a] Number in parentheses indicates available information exceeds receipt of inquiries.

Table 32

Organizational Differences Between Inquiries and Availability of Information on Hearing Aids/ Amplification Devices

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 749)	Having information available (N = 608)
Preschool/elementary and/or secondary educational	95	86
Postsecondary educational	84	59
Professional for national information and service	82	57
Rehabilitation	93	81
Community service	87	74
Senior citizen	33	25
Speech and hearing	98	96
Social/recreational	68	44
University training	89	89
Mental health	60	60
Religious	57	39

Table 33

Organizational Differences Between Inquiries and Availability of Information on Legislation

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 636)	Having information available[a] (N = 505)
Preschool/elementary and/or secondary educational	70	67
Postsecondary educational	91	76
Professional for national information and service	94	93
Rehabilitation	82	75
Community service	88	80
Senior citizen	80	(83)
Speech and hearing	63	50
Social/recreational	78	62
University training	86	72
Mental health	70	90
Religious	71	54

[a] Number in parentheses indicates available information exceeds receipt of inquiries.

Table 34

Organizational Differences Between Inquiries and Availability of Information on Philosophy/ Methods of Teaching Deaf Children

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 706)	Having information available (N = 575)
Preschool/elementary and/or secondary educational	92	87
Postsecondary educational	83	69
Professional for national information and service	69	64
Rehabilitation	69	48
Community service	91	74
Senior citizen	0	0
Speech and hearing	73	66
Social/recreational	65	58
University training	95	95
Mental health	90	80
Religious	72	59

Table 35

Organizational Differences Between Inquiries and Availability of Information on Interpreter Services

Percentages

Category of organization	Percentage of organizations receiving inquiries: Receiving inquiries on this topic (N = 781)	Having information available[a] (N = 668)
Preschool/elementary and/or secondary educational	84	74
Postsecondary educational	100	98
Professional for national information and service	94	87
Rehabilitation	95	93
Community service	100	90
Senior citizen	75	(80)
Speech and hearing	81	71
Social/recreational	93	86
University training	91	(92)
Mental health	100	100
Religious	99	94

[a] Numbers in parentheses indicate available information exceeds receipt of inquiries.

Table 36

Organizational Differences Between Inquiries and Availability of Information on Manual Communications Systems/ Sign Language

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 850)	Having information available[a] (N = 737)
Preschool/elementary and/or secondary educational	98	92
Postsecondary educational	98	95
Professional for national information and service	88	85
Rehabilitation	99	97
Community service	100	100
Senior citizen	75	(80)
Speech and hearing	92	84
Social/recreational	97	79
University training	99	95
Mental health	89	(100)
Religious	96	92

[a] Numbers in parentheses indicate available information exceeds receipt of inquiries.

Table 37

Organizational Differences Between Inquiries and Availability of Information on Mainstreaming/ Least Restrictive Environment

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 727)	Having information available[a] (N = 602)
Preschool/elementary and/or secondary educational	94	92
Postsecondary educational	95	89
Professional for national information and service	83	(86)
Rehabilitation	84	73
Community service	92	65
Senior citizen	0	(25)
Speech and hearing	73	61
Social/recreational	80	72
University training	97	97
Mental health	88	20
Religious	54	49

[a] Numbers in parentheses indicate available information exceeds receipt of inquiries.

Table 38

Organizational Differences Between Inquiries and Availability of Information on Deafness in General

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 857)	Having information available[a] (N = 759)
Preschool/elementary and/or secondary educational	97	93
Postsecondary educational	98	95
Professional for national information and service	100	100
Rehabilitation	99	97
Community service	96	(100)
Senior citizen	75	(80)
Speech and hearing	96	92
Social/recreational	100	82
University training	100	97
Mental health	100	100
Religious	94	83

[a] Numbers in parentheses indicate available information exceeds receipt of inquiries.

Table 39

Organizational Differences Between Inquiries and Availability of Information on Religious Services and Education

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 512)	Having information available[a] (N = 418)
Preschool/elementary and/or secondary educational	55	48
Postsecondary educational	74	67
Professional for national information and service	50	36
Rehabilitation	64	52
Community service	78	(79)
Senior citizen	67	60
Speech and hearing	31	28
Social/recreational	50	48
University training	51	50
Mental health	90	70
Religious	100	96

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[a] Number in parentheses indicates available information exceeds receipt of inquiries.

Table 40

Organizational Differences Between Inquiries and Availability of Information on Telecommunication and Other Devices

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 736)	Having information available[a] (N = 638)
Preschool/elementary and/or secondary educational	80	78
Postsecondary educational	98	94
Professional for national information and service	82	(92)
Rehabilitation	97	94
Community service	92	95
Senior citizen	100	80
Speech and hearing	79	72
Social/recreational	92	76
University training	82	(88)
Mental health	90	70
Religious	90	84

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[a] Numbers in parentheses indicate available information exceeds receipt of inquiries.

Table 41

Organizational Differences Between Inquiries and Availability of Information on Teacher Training Programs

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 618)	Having information available[a] (N = 533)
Preschool/elementary and/or secondary educational	86	82
Postsecondary educational	90	76
Professional for national information and service	71	(85)
Rehabilitation	63	52
Community service	79	70
Senior citizen	0	0
Speech and hearing	50	48
Social/recreational	49	(53)
University training	100	100
Mental health	40	40
Religious	56	54

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[a] Numbers in parentheses indicate available information exceeds receipt of inquiries.

Table 42

Organizational Differences Between Inquiries and Availability of Information on Teacher Certification Requirements

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 552)	Having information available[a] (N = 481)
Preschool/elementary and/or secondary educational	83	(85)
Postsecondary educational	83	65
Professional for national information and service	63	(64)
Rehabilitation	43	(48)
Community service	75	35
Senior citizen	0	0
Speech and hearing	42	39
Social/recreational	26	(31)
University training	100	98
Mental health	20	(30)
Religious	36	29

[a] Numbers in parentheses indicate available information exceeds receipt of inquiries.

Table 43

Organizational Differences Between Inquiries and Availability of Information on Housing for Senior Citizens

Percentages

Category of organization	Percentage of organizations receiving inquiries	
	Receiving inquiries on this topic (N = 255)	Having information available[a] (N = 206)
Preschool/elementary and/or secondary educational	14	(16)
Postsecondary educational	36	34
Professional for national information and service	33	(38)
Rehabilitation	57	38
Community service	75	70
Senior citizen	80	(83)
Speech and hearing	21	20
Social/recreational	45	36
University training	23	(25)
Mental health	60	40
Religious	55	42

[a] Numbers in parentheses indicate available information exceeds receipt of inquiries.

Table 44

Percentage of Requests About Local Resources

Means and Standard Deviations

Percentages

(N = 831)

Category of organization	Percentage of local questions received	
	Mean	Standard deviation
Senior citizen	98	2.9
Speech and hearing	78	24.3
Community service	78	24.9
Mental health	73	29.4
University training	73	24.5
Preschool/elementary and/or secondary educational	76	23.5
Postsecondary educational	72	23.1
Rehabilitation	65	26.5
Religious	63	33.5
Social/recreational	52	33.5
Professional for national information and service	44	31.6

Table 45

Inquirer Categories

Number and Percentage

Category of inquirer	Organizations having these inquirers	
	N[a]	Percentage
Parents, relatives & friends of deaf children	832	96
General public	827	93
Teachers	754	86
Education agencies, state and local	748	86
University students	749	85
Deaf adults	736	84
Audiology/speech pathology professionals	683	79
Researchers	666	76
Federal/state/local government agencies (non-educational)	644	75
Mental health professionals	598	69
News media represenatives	597	69
Religious groups	515	58
Legal professionals	487	55
Law enforcement agencies	464	53

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[a] Reflects only those respondents reporting they receive requests from these inquirers.

Table 46

Organizational Frequency of Inquiries by Parents, Relatives, and Friends of Deaf Children

Percentages

(N = 874)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	13	27	30	26	2
Postsecondary educational	14	38	29	16	4
Professional for national information and service	35	18	24	24	0
Rehabilitation	7	21	32	35	5
Community service	39	35	9	17	0
Senior citizen	17	17	17	33	17
Speech and hearing	12	18	33	31	5
Social/recreational	10	18	38	28	8
University training	5	22	37	35	0
Mental health	33	22	22	22	0
Religious	8	17	38	28	8

Table 47

Organizational Frequency of Inquiries by

the General Public

Percentages

(N = 886)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	7	19	30	36	6
Postsecondary educational	29	29	25	15	2
Professional for national information and service	61	6	6	28	0
Rehabilitation	15	25	33	25	3
Community service	48	26	9	13	4
Senior citizen	40	0	0	40	20
Speech and hearing	24	25	22	26	3
Social/recreational	12	17	29	31	10
University training	4	34	28	29	3
Mental health	10	40	10	40	0
Religious	6	26	30	24	12

Table 48

Organizational Frequency of Inquiries by Teachers

Percentages

(N = 873)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	13	16	33	32	4
Postsecondary educational	5	16	44	33	2
Professional for national information and service	13	25	19	44	0
Rehabilitation	0	4	16	58	21
Community service	17	4	33	42	4
Senior citizen	0	0	20	20	60
Speech and hearing	2	10	24	47	13
Social/recreational	5	5	15	49	26
University training	13	32	35	16	2
Mental health	0	22	11	44	22
Religious	3	4	14	41	38

Table 49

Organizational Frequency of Inquiries by Education Agencies

State and Local

Percentages

(N = 869)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	7	19	31	37	5
Postsecondary educational	7	35	32	23	2
Professional for national information and service	6	30	41	24	0
Rehabilitation	4	13	30	43	9
Community service	17	12	46	17	4
Senior citizen	0	20	0	40	40
Speech and hearing	3	11	35	33	17
Social/recreational	3	13	34	37	13
University training	2	25	34	34	3
Mental health	10	40	20	10	10
Religious	1	1	12	39	47

Table 50

Organizational Frequency of Inquiries by University Students

Percentages

(N = 872)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	5	17	32	35	11
Postsecondary educational	16	19	24	34	7
Professional for national information and service	29	18	35	12	6
Rehabilitation	1	11	25	53	8
Community service	4	9	32	41	14
Senior citizen	0	0	33	33	33
Speech and hearing	7	13	26	36	15
Social/recreational	5	13	25	33	25
University training	65	16	13	6	0
Mental health	0	20	40	40	0
Religious	2	10	22	37	29

Table 51

Organizational Frequency of Inquiries by Deaf Adults

Percentages

(N = 885)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	2	6	11	50	30
Postsecondary educational	25	26	26	23	0
Professional for national information and service	24	29	24	12	0
Rehabilitation	11	29	25	29	4
Community service	54	25	4	8	8
Senior citizen	17	50	0	0	33
Speech and hearing	3	10	19	53	13
Social/recreational	15	17	37	27	5
University training	2	8	27	52	12
Mental health	20	30	30	20	0
Religious	12	33	18	30	5

Table 52

Organizational Frequency of Inquiries by Audiology/ Speech Pathology Professionals

Percentages

(N = 864)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	4	16	27	43	9
Postsecondary educational	2	3	12	56	27
Professional for national information and service	6	0	53	29	12
Rehabilitation	0	8	18	53	18
Community service	0	17	17	58	4
Senior citizen	0	0	20	40	40
Speech and hearing	7	25	33	26	7
Social/recreational	2	2	10	34	49
University training	3	22	28	37	11
Mental health	0	0	56	22	22
Religious	1	0	3	33	60

Table 53

Organizational Frequency of Inquiries by Researchers

Percentages

(N = 873)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	1	7	20	53	19
Postsecondary educational	2	9	33	48	9
Professional for national information and service	19	13	31	25	13
Rehabilitation	0	5	24	62	9
Community service	0	4	21	54	17
Senior citizen	0	0	33	50	17
Speech and hearing	1	3	13	47	32
Social/recreational	0	5	13	30	53
University training	3	9	36	48	3
Mental health	0	10	30	40	10
Religious	1	0	12	44	40

Table 54

Organizational Frequency of Inquiries by Federal/State/Local Government Agencies (Non-Educational)

Percentages

(N = 856)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	1	9	19	47	19
Postsecondary educational	2	20	33	36	7
Professional for national information and service	12	19	38	31	0
Rehabilitation	5	20	31	32	9
Community service	17	29	25	17	8
Senior citizen	0	33	0	33	33
Speech and hearing	1	7	20	47	22
Social/recreational	5	5	26	40	28
University training	0	5	15	57	20
Mental health	10	20	30	30	10
Religious	1	0	10	38	50

Table 55

Organizational Frequency of Inquiries by Mental Health Professionals

Percentages

(N = 870)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	0	3	14	52	29
Postsecondary educational	0	2	22	50	26
Professional for national information and service	0	6	38	13	44
Rehabilitation	4	8	22	51	14
Community service	8	25	17	42	8
Senior citizen	0	0	40	0	60
Speech and hearing	1	4	17	48	25
Social/recreational	3	5	10	36	46
University training	0	6	8	50	35
Mental health	10	40	40	10	0
Religious	2	1	6	47	44

Table 56

Organizational Frequency of Inquiries by News Media Representatives

Percentages

(N = 864)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	1	2	14	51	31
Postsecondary educational	2	3	19	64	12
Professional for national information and service	0	19	19	38	25
Rehabilitation	1	3	13	55	25
Community service	4	4	26	44	22
Senior citizen	0	0	50	33	17
Speech and hearing	0	2	5	55	34
Social/recreational	0	5	10	54	31
University training	0	0	10	61	27
Mental health	10	0	10	70	10
Religious	2	1	7	54	36

Table 57

Organizational Frequency of Inquiries by Religious Groups

Percentages

(N = 877)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	3	2	9	41	45
Postsecondary educational	4	9	18	42	26
Professional for national information and service	0	0	29	35	29
Rehabilitation	0	0	8	48	43
Community service	0	8	29	46	17
Senior citizen	0	20	20	40	20
Speech and hearing	0	0	2	29	64
Social/recreational	0	11	21	34	34
University training	0	0	9	51	39
Mental health	0	10	20	40	30
Religious	16	25	33	25	3

Table 58

Organizational Frequency of Inquiries by Legal Professionals

Percentages

(N = 876)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	0	1	6	39	51
Postsecondary educational	0	0	14	57	28
Professional for national information and service	0	6	19	56	19
Rehabilitation	0	3	13	61	21
Community service	4	17	25	29	25
Senior citizen	0	0	40	20	40
Speech and hearing	0	1	5	48	41
Social/recreational	0	5	13	33	49
University training	0	0	10	46	42
Mental health	10	0	40	30	10
Religious	1	0	8	46	43

Table 59

Organizational Frequency of Inquiries by

Law Enforcement Agencies

Percentages

(N = 871)

Category of organization	Percentage of organizations having these inquirers				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	3	1	6	39	51
Postsecondary educational	0	5	19	47	29
Professional for national information and service	0	6	0	38	56
Rehabilitation	1	3	17	53	25
Community service	0	21	33	21	25
Senior citizen	0	20	0	20	60
Speech and hearing	5	1	5	30	60
Social/recreational	3	5	8	40	45
University training	2	0	8	46	45
Mental health	20	20	20	20	20
Religious	2	2	4	46	47

Table 60

Ownership of Telecommunication Devices by Organizations Receiving Information Inquiries

Percentages

(N = 504)

Category of organization	Percentage of organizations owning telecommunication devices
Postsecondary educational	98
Mental health	90
Rehabilitation	83
Community service	83
Senior citizen	83
Social/Recreational	72
Religious	68
Professional for national information and services	63
University training	51
Preschool/Elementary and/or secondary educational	47
Speech and hearing	23

Table 61

Modes of Response Used to Answer Inquiries

Percentages

Modes of response	Percentage of organizations using these modes				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Referral of inquirer to other information source (N = 830)	7	16	33	41	4
Individualized reply by letter (N = 833)	11	21	25	39	4
Meetings/personal consultation (N = 850)	9	24	30	34	4
Workshops/brochures/ presentations (N = 862)	2	5	23	57	13
Telephone/TTY calls (N = 880)	21	22	22	20	15
General reply or form letter (N = 827)	8	14	20	29	29

Table 62

Organizational Frequency of Use of Referral as Response Mode

Percentages

(N = 830)

Category of organization	Percentage of organizations using this response mode				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	5	11	31	49	4
Postsecondary educational	14	36	36	14	0
Professional for national information and service	29	29	18	18	6
Rehabilitation	8	21	32	36	3
Community service	17	26	26	26	4
Senior citizen	25	25	0	25	25
Speech and hearing	2	10	37	50	1
Social/recreational	3	28	26	36	8
University training	10	21	38	32	0
Mental health	22	11	33	33	0
Religious	4	14	34	40	7

Table 63

Organizational Frequency of Use of Individualized

Reply by Letter as Response Mode

Percentages

(N = 883)

Category of organization	Percentage of organizations using this response mode				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	8	19	24	46	3
Postsecondary educational	24	40	19	17	0
Professional for national information and service	44	22	22	11	0
Rehabilitation	13	21	32	31	4
Community service	21	25	29	25	0
Senior citizen	33	17	17	17	17
Speech and hearing	5	12	22	57	5
Social/recreational	12	36	29	14	10
University training	22	34	25	19	0
Mental health	10	30	20	40	0
Religious	7	17	26	41	8

Table 64

Organizational Frequency of Use of Meetings/ Personal Consultation as Response Mode

Percentages

(N = 850)

Category of organization	Percentage of organizations using this response mode				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	5	22	30	39	3
Postsecondary educational	18	26	33	21	2
Professional for national information and service	11	22	22	28	17
Rehabilitation	8	26	33	29	3
Community service	17	30	26	26	0
Senior citizen	20	20	0	40	20
Speech and hearing	15	20	24	38	3
Social/recreational	0	15	39	32	15
University training	15	31	29	23	2
Mental health	20	30	30	20	0
Religious	4	27	31	34	4

Table 65

Organizational Frequency of Use of Workshops/Brochures/
Presentations as Response Mode
Percentages
(N = 862)

Category of organization	Percentage of organizations using this response mode: Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	1	4	26	56	13
Postsecondary educational	5	7	34	52	2
Professional for national information and service	18	18	18	35	12
Rehabilitation	1	3	23	60	14
Community service	4	13	35	44	4
Senior citizen	0	0	40	60	0
Speech and hearing	0	3	16	65	16
Social/recreational	0	13	25	40	23
University training	3	8	26	57	6
Mental health	0	20	20	60	0
Religious	2	6	13	61	19

Table 66

Organizational Frequency of Use of Telephone/ TTY Calls as Response Mode

Percentages

(N = 880)

Category of organization	Percentage of organizations using this response mode				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	16	20	21	26	17
Postsecondary educational	36	28	28	7	2
Professional for national information and service	50	19	19	0	13
Rehabilitation	24	33	20	18	5
Community service	58	21	8	13	0
Senior citizen	17	33	17	17	17
Speech and hearing	17	22	22	11	28
Social/recreational	18	20	20	30	13
University training	23	20	27	14	17
Mental health	20	30	30	20	0
Religious	20	20	26	25	10

Table 67

Organizational Frequency of Use of General Reply or

Form Letter as Response Mode

Percentages

(N = 827)

Category of organization	Percentage of organizations using this response mode				
	Daily	At least once a week but not daily	At least once a month but not weekly	Less than once a month	Never
Preschool/elementary and/or secondary educational	5	11	21	32	30
Postsecondary educational	19	38	13	17	13
Professional for national information and service	60	13	0	13	13
Rehabilitation	6	11	25	27	32
Community service	9	18	36	23	14
Senior citizen	25	25	0	25	25
Speech and hearing	1	8	18	37	34
Social/recreational	12	8	15	37	28
University training	19	34	18	20	9
Mental health	20	20	20	20	20
Religious	3	10	19	23	45

Table 68

Preparation of Materials by Organizations Receiving Information Requests

Percentages

(N = 496[a])

Category of organization	Percentage of organizations preparing materials
Postsecondary educational	75
Community service	71
Professional for national information and service	68
Social/recreational	61
Mental health	60
Preschool/elementary and/or secondary educational	54
University training	54
Rehabilitation	53
Senior citizen	50
Speech and hearing	48
Religious	45

[a] Out of 916 subjects responding to this item, 496 checked "yes."

Table 69

Preparation of Materials for Lay/General Groups by Organizations Receiving Information Inquiries

Percentages

(N = 427 [a])

Category of organization	Percentage of organizations preparing materials
Rehabilitation	100
Religious service	100
Community service	100
Mental health	100
Senior citizen	100
Speech and hearing	97
Preschool/elementary and/or secondary educational	94
Social/recreational	92
Professional for national information and service	92
Postsecondary educational	85
University training	63

[a] Out of 460 subjects responding to this item, 427 checked "yes."

Table 70

Preparation of Materials for Professional/Technical Groups

by Organizations Receiving Information Inquiries

Percentages

(N = 307[a])

Category of organization	Percentage of organizations preparing materials
Mental health	100
Community service	92
Professional for national information and service	91
University training	90
Rehabilitation	83
Preschool/elementary and/or secondary educational	75
Postsecondary educational	73
Speech and hearing	69
Social/recreational	56
Senior citizen	50
Religious	35

[a] Out of the 424 subjects responding to this item, 307 checked "yes."

Table 71

Methods of Preparing Responses to Inquiries: Use of Organization Staff to Search for Available Information

Percentages

(N = 569[a])

Category of organization	Percentage of organizations using this method
Mental health	100
Community service	82
Professional for national information and service	82
Rehabilitation	79
Postsecondary educational	76
Speech and hearing	74
Preschool/elementary and/or secondary educational	71
University training	65
Social/recreational	54
Religious	53
Senior citizen	50

[a] Out of 814 subjects responding to this item, 569 checked "yes."

Table 72

Methods of Preparing Responses to Inquiries: Forwarding of Information Provided by Other Agencies

Percentages

(N = 636[a])

Category of organization	Percentage of organizations using this method
Postsecondary educational	90
Religious	86
Social/recreational	86
Professional for national information and service	83
Rehabilitation	82
Community service	81
Speech and hearing	76
Preschool/elementary and/or secondary educational	75
Mental health	75
University training	72
Senior citizen	50

[a] Out of 810 subjects responding to this item, 636 checked "yes."

Table 73

Methods of Preparing Responses to Inquiries:

Contract With Consultants

Percentages

(N = 194[a])

Category of organization	Percentage of organizations using this method
Professional for national information and service	44
Senior citizen	40
Rehabilitation	33
Preschool/elementary and/or secondary educational	30
Social/recreational	28
Postsecondary educational	25
Mental health	25
Community service	24
Religious	23
Speech and hearing	17
University training	15

[a] Out of 756 subjects responding to this item, 194 checked "yes."

Table 74

Organizations Usually Able to Answer All Inquiries

Percentages

(N = 122)

Category of organization	Percentage of organizations
Community service	17
Senior citizen	17
Preschool/elementary and/or secondary educational	14
Speech and hearing	14
Rehabilitation	14
Social/recreational	13
Religious	12
Postsecondary educational	12
Professional for national information and service	11
University training	10
Mental health	0

Table 75

Response Methods When No Information is Available:

Referral of Inquirer to Other Sources

Percentages

(N = 744[a])

Category of organization	Percentage of organizations using this method
Mental health	100
University training	90
Professional for national information and service	90
Postsecondary educational	88
Religious	86
Rehabilitation	86
Speech and hearing	85
Social/recreational	85
Preschool/elementary and/or secondary educational	84
Community service	83
Senior citizen	75

[a] Out of 869 subjects responding to this item, 744 checked "yes."

Table 76

Response Methods When No Information is Available:

Sending of Inquiry to Another Agency

for Its Response

Percentages

(N = 363[a])

Category of organization	Percentage of organizations using this method
Mental health	75
Social/recreational	62
Senior citizen	60
University training	59
Professional for national information and service	58
Religious	54
Rehabilitation	53
Community service	53
Postsecondary educational	49
Preschool/elementary and/or secondary educational	48
Speech and hearing	42

[a] Out of 715 subjects responding to this item, 363 checked "yes."

Table 77

Outreach Activities Used by Organizations

Receiving Information Inquiries

Numbers and Percentages

Activities	N	Percentage of organizations using these activities
Lecture/speaker services	682	78
Workshops	593	69
Displays/demonstrations	549	65
Unsolicited mailings	195	24

Table 78

Organizations Using Lecture/Speaker Services As Outreach Activity

Percentages

(N = 682[a])

Category of organization	Percentage of organizations using this activity
Mental health	100
University training	89
Postsecondary educational	86
Community service	83
Speech and hearing	81
Religious	79
Preschool/elementary and/or secondary educational	77
Rehabilitation	72
Social/recreational	68
Senior citizen	67
Professional for national information and service	50

[a] Out of 871 subjects responding to this item, 682 checked "yes."

Table 79

Organizations Using Workshops As Outreach Activity

Percentages

(N = 593[a])

Category of organization	Percentage of organizations using this activity
Mental health	89
Postsecondary educational	84
University training	83
Social/recreational	78
Rehabilitation	73
Preschool/elementary and/or secondary educational	69
Community service	68
Religious	66
Professional for national information and service	61
Speech and hearing	57
Senior citizen	40

[a] Out of 857 subjects responding to this item, 593 checked "yes."

Table 80

Organizations Using Displays/Demonstrations As Outreach Activity

Percentages

(N = 549[a])

Category of organization	Percentage of organizations using this activity
Postsecondary educational	84
Senior citizen	83
Community service	78
Mental health	70
Preschool/elementary and/or secondary educational	69
Social/recreational	66
Speech and hearing	60
Religious	59
Professional for national information and service	56
Rehabilitation	57
University training	54

[a] Out of 846 subjects responding to this item, 549 checked "yes."

Table 81

Organizations Using Unsolicited Mailings As Outreach Activity

Percentages

(N = 195[a])

Category of organization	Percentage of organizations using this activity
Senior citizen	50
Religious	46
Social/recreational	43
Community service	35
Rehabilitation	25
Postsecondary	25
Mental health	22
Preschool/elementary and/or secondary educational	19
Speech and hearing	18
Professional for national information and service	18
University training	10

[a] Out of 816 subjects responding to this item, 195 checked "yes."

Table 82

Anticipation of Obtaining Assistance From Gallaudet

Percentages

(N = 1,045)

Category of organization	Percentage yes	Percentage no	Percentage do not know
Postsecondary educational	97	3	0
Mental health	93	0	7
Community service	92	4	4
University training	89	6	6
Rehabilitation	89	0	11
Preschool/elementary and/or secondary educational	86	6	8
Social/recreational	84	4	12
Speech and hearing	83	7	10
Religious	77	12	12
Professional for national information and service	72	20	8
Senior citizen	63	12	25

Table 83

Willingness to Collaborate With Gallaudet's Information Center

Percentages

(N = 938[a])

Category of organization	Percentage yes	Percentage no	Percentage do not know
Postsecondary educational	100	0	0
Community service	100	0	0
Mental health	100	0	0
Social/recreational	97	0	3
University training	94	3	3
Rehabilitation	93	0	7
Preschool/elementary and/or secondary educational	89	4	7
Speech and hearing	89	7	5
Senior citizen	88	12	0
Religious	81	8	11
Professional for national information and service	80	8	12

[a] Out of 1,045 subjects responding to this item, 938 checked "yes."

Table 84

Ways in Which Organizations are Willing to Collaborate

Percentages

(N = 938[a])

Ways of collaborating	Percentage of organizations willing to collaborate in these ways
Refer to Gallaudet's Information Center inquiries which your organization receives and to which your organization cannot respond	99
Utilize Gallaudet publications and brochures for responding to inquiries your organization receives	99
Borrow media materials from Gallaudet	92
Serve as a referral source for inquiries which Gallaudet receives and to which Gallaudet cannot respond	88
Exchange with Gallaudet's Information Center publications and brochures used for information	88
Provide Gallaudet with publications and brochures for use in responding to inquiries	75
Lend media materials to Gallaudet	59
Provide Gallaudet with access to your computerized data base	16

[a] Out of 1,045 subjects responding to this item, 938 checked "yes."

Table 85

Willingness of Organizations to Collaborate by Referring Inquiries They Cannot Answer to Gallaudet

Percentages

(N = 898[a])

Category of organization	Percentage of organizations willing to collaborate in this way
Rehabilitation	100
Postsecondary educational	100
Community service	100
Professional for national information and service	100
Mental health	100
Senior citizen	100
Speech and hearing	99
Preschool/elementary and/or secondary educational	98
Social/recreational	98
Religious	98
University training	98

[a] Out of 909 subjects responding to this item, 898 checked "yes."

Table 86

Willingness of Organizations to Collaborate by Utilizing Gallaudet Publications and Brochures for Responding to Inquiries

Percentages

(N = 888[a])

Category of organization	Percentage of organizations willing to collaborate in this way
Rehabilitation	100
Social/recreational	100
Community service	100
Mental health	100
Senior citizen	100
Preschool/elementary and/or secondary educational	99
Speech and hearing	98
Religious	98
University training	97
Postsecondary educational	97
Professional for national information and service	88

[a] Out of 901 subjects responding to this item, 888 checked "yes."

Table 87

Willingness of Organizations to Collaborate by Borrowing Media Materials from Gallaudet

Percentages

(N = 785[a])

Category of organization	Percentage of organizations willing to collaborate in this way
Mental health	100
Preschool/elementary and/or secondary educational	96
Community service	96
Postsecondary educational	95
Religious	91
Rehabilitation	91
University training	91
Social/recreational	87
Speech and hearing	84
Senior citizen	83
Professional for national information and service	64

[a] Out of 856 subjects responding to this item, 785 checked "yes."

Table 88

Willingness of Organizations to Collaborate by Serving as a Referral Source for Inquiries to Which Gallaudet Cannot Respond

Percentages

(N = 759[a])

Category of organization	Percentage of organizations willing to collaborate in this way
Social/recreational	100
Community service	100
Senior citizen	100
Professional for national information and service	94
Mental health	93
Speech and hearing	90
University training	90
Postsecondary educational	90
Preschool/elementary and/or secondary educational	85
Rehabilitation	84
Religious	82

[a] Out of 862 subjects responding to this item, 759 checked "yes."

Table 89

Willingness of Organizations to Collaborate by Exchanging Publications and Brochures Used for Information Responding

Percentages

(N = 746[a])

Category of organization	Percentage of organizations willing to collaborate in this way
Senior citizen	100
Social/recreational	98
Postsecondary educational	97
Community service	96
Rehabilitation	92
Mental heatlh	91
University training	87
Preschool/elementary and/or secondary education	86
Religious	85
Speech and hearing	83
Professional for national information and service	81

[a] Out of 852 subjects responding to this item, 746 checked "yes."

Table 90

Willingness of Organizations to Collaborate by Providing Publications and Brochures for Use in Responding to Inquiries

Percentages

(N = 614[a])

Category of organization	Percentage of organizations willing to collaborate in this way
Social/recreational	94
Mental health	91
Community service	88
Postsecondary educational	86
Senior citizen	86
Rehabilitation	84
Professional for national information and service	81
University training	76
Preschool/elementary and/or secondary educational	73
Speech and hearing	66
Religious	64

[a] Out of 818 subjects responding to this item, 614 checked "yes."

Table 91

Willingness of Organizations to Collaborate by Lending Media Materials to Gallaudet

Percentages

(N = 451[a])

Category of organization	Percentage of organizations willing to collaborate in this way
Mental health	73
Postsecondary educational	72
Community service	68
Social/recreational	67
Preschool/elementary and/or secondary educational	66
Rehabilitation	60
University training	58
Professional for national information and service	57
Senior citizen	50
Religious	47
Speech and hearing	43

[a] Out of 763 subjects responding to this item, 451 checked "yes."

Table 92

Willingness of Organizations to Collaborate by Providing Access to Their Computerized Date Base

Percentages

(N = 117[a])

Category of organization	Percentage of organizations willing to collaborate in this way
Senior citizen	33
Social/recreational	27
Professional for national information and service	27
Postsecondary educational	21
Rehabilitation	19
Preschool/elementary and/or secondary educational	18
University training	18
Community services	16
Speech and hearing	12
Mental health	10
Religious hearing	4

[a] Out of 725 subjects responding to this item, 117 checked "yes."

Appendices

Appendix A

Survey instrument

GALLAUDET COLLEGE
KENDALL GREEN, WASHINGTON, D.C. 20002

OFFICE OF THE PRESIDENT

NATIONAL SURVEY ON INFORMATION NEEDS AND SERVICES RELATING TO HEARING IMPAIRMENT

In the fall of 1980, Gallaudet will begin operating an Information Center on Deafness. The center will respond, with appropriate materials from the extensive special deafness collection of the Edward Miner Gallaudet Memorial Library and from other sources, to information requests from organizations and individuals.

AGENCY/ORGANIZATION INFORMATION

1.

Address Label

For future correspondence and reference, please make any necessary corrections on the label by lightly lining through the incorrect information and printing in the correct information. Please do not remove label.

2. Please indicate which one of the following categories best describes your organization's primary role. CHECK ONE ONLY.

☐ preschool/elementary and/or secondary educational program
☐ post-secondary educational program
☐ professional organization for national information and service
☐ rehabilitation agency/center
☐ community service center
☐ senior citizen organization
☐ speech and hearing center
☐ social/recreational organization
☐ university training program
☐ mental health facility
☐ other (specify) ____________________
____

3. Does your organization receive information requests on hearing impairment, deaf people, or related topics (e.g., general inquiries on captioned films, hearing aids, sign language, special education services)? ☐ yes ☐ no

IF YOUR ANSWER IS "NO", PLEASE SKIP TO QUESTION # 14.

INFORMATION INQUIRIES RELATING TO HEARING IMPAIRMENT

4. Please indicate the actual or estimated number of inquiries that your organization receives (including letters, telephone calls, office visitors) related to hearing impairment or deaf people. SPECIFY NUMBER.
______ average per week. This number is: ☐ an estimate ☐ an actual count

INFORMATION INQUIRIES RELATING TO HEARING IMPAIRMENT Continued

5. (A) For each topic below, please estimate the frequency with which you receive inquiries on these subjects, regardless of whether or not you are able to answer them. Please add any other related topics on which you receive occasional or frequent requests for information. CIRCLE THE APPLICABLE RESPONSES.

   (B) Whether or not you receive requests on these topics, do you have information on the topic which you could supply to inquirers? (CHECK YES or NO for each topic.)

	(A)					(B)	
Topics	Never	Less than once a month	At least once a month, but not weekly	At least once a week, but not daily	Daily	Yes, Information available	No, Information not available
Deafness in general	1	2	3	4	5	☐	☐
Diagnostic instruments (Tests for use with deaf people)	1	2	3	4	5	☐	☐
Hearing aids/amplification devices	1	2	3	4	5	☐	☐
Hearing loss in the elderly	1	2	3	4	5	☐	☐
Housing for senior citizens	1	2	3	4	5	☐	☐
Interpreter services	1	2	3	4	5	☐	☐
Legislation having impact on deaf people	1	2	3	4	5	☐	☐
Lipreading/speechreading/speech	1	2	3	4	5	☐	☐
Mainstreaming/least restrictive environment	1	2	3	4	5	☐	☐
Manual communication systems/sign language	1	2	3	4	5	☐	☐
Medical/diagnostic	1	2	3	4	5	☐	☐
Mental health information services	1	2	3	4	5	☐	☐
Multiply handicapped deaf people	1	2	3	4	5	☐	☐
Parent education	1	2	3	4	5	☐	☐
Philosophy/methods of teaching deaf children	1	2	3	4	5	☐	☐
Religious services and religious education	1	2	3	4	5	☐	☐
Teacher certification requirements	1	2	3	4	5	☐	☐
Teacher training programs	1	2	3	4	5	☐	☐
Telecommunication and other devices to aid deaf (e.g., TTY, alarms)	1	2	3	4	5	☐	☐
Other (specify) ________________		2	3	4	5	☐	☐
________________		2	3	4	5	☐	☐

6. What percentage of the requests is for information about local resources or those specific to your facility's function (e.g., where to obtain hearing aids or get educational services in a particular geographic area)?

   ______ % specific/local questions

7. How frequently do you receive information requests from the following categories of individuals or organizations? CIRCLE THE APPLICABLE RESPONSES.

Individuals/Organizations	Never	Less than once a month	At least once a month, but not weekly	At least once a week, but not daily	Daily	Do not know
Audiology/speech pathology professionals	1	2	3	4	5	6
Deaf adults	1	2	3	4	5	6
Education agencies, state and local	1	2	3	4	5	6
Federal/State/Local government agencies (non-educational)	1	2	3	4	5	6
General public	1	2	3	4	5	6
Law enforcement agencies (police)	1	2	3	4	5	6
Legal professionals	1	2	3	4	5	6
Mental health professionals	1	2	3	4	5	6
News media representatives	1	2	3	4	5	6
Parents, relatives, and friends of deaf children	1	2	3	4	5	6
Religious groups	1	2	3	4	5	6
Researchers	1	2	3	4	5	6
Teachers	1	2	3	4	5	6
University students	1	2	3	4	5	6
Other (specify) ________________		2	3	4	5	6
________________		2	3	4	5	6
________________		2	3	4	5	6

INFORMATION RESPONSES REGARDING INQUIRIES RELATED TO HEARING IMPAIRMENT

8. Does your organization have a telecommunication device (TTY, MCM, Porta-tel) for use with deaf people?

☐ yes ☐ no ☐ do not know

9. What are the modes of response your organization uses to answer inquiries about hearing impairments? CIRCLE THE APPLICABLE RESPONSES.

Modes of Response	Never	Less than once a month	At least once a month, but not weekly	At least once a week, but not daily	Daily
Individualized reply by letter	1	2	3	4	5
Telephone/TTY calls	1	2	3	4	5
Meetings/personal consultation	1	2	3	4	5
General reply or form letter (possibly enclosing information packet or publications)	1	2	3	4	5
Workshops/brochures/presentations	1	2	3	4	5
Referral of inquirer to other information source	1	2	3	4	5
Other (specify) ____________		2	3	4	5
____________		2	3	4	5

10. Does your organization prepare information or fact sheets, brochures, packets, publications, bibliographies, etc., related to hearing impairment or deaf people?

☐ yes ☐ no

If your answer is "YES", does your organization prepare these materials for the following groups?

Group	Materials Prepared?	
laypersons/general	☐ yes	☐ no
professional/technical	☐ yes	☐ no
other (specify) ____________		

11. Does your organization use the following methods of preparing responses to inquiries about hearing impairment?

Method	Usage?	
organization staff search for available information	☐ yes	☐ no
ask other agencies to provide you with information which you forward to the inquirer	☐ yes	☐ no
contract with consultants to prepare materials	☐ yes	☐ no
other (specify) ____________		

12. How does your organization respond to inquiries about which you do not have information?

do not have this problem; usually able to answer all inquiries (Go to Item 13) ☐ no problem

Response	Usage?	
respond to inquirer directly and refer him or her to other sources if possible	☐ yes	☐ no
send inquiry (letter, etc.) directly to an agency you believe can respond and ask that agency to answer	☐ yes	☐ no
other (specify) ____________		

13. Do you use the following types of outreach activities to provide the public with information on hearing impairment and deafness?

Activity	Usage?	
unsolicited mailings	☐ yes	☐ no
lecture/speaker services	☐ yes	☐ no
displays/demonstrations	☐ yes	☐ no
workshops	☐ yes	☐ no
other (specify) ____________		

HOW YOUR ORGANIZATION COULD RELATE TO GALLAUDET'S INFORMATION CENTER ON DEAFNESS

14. Would you anticipate obtaining assistance from Gallaudet in handling information requests when the Information Center is established?

☐ definitely yes ☐ probably yes ☐ probably no ☐ definitely no ☐ do not know

15. Would your organization be willing to collaborate with Gallaudet's Information Center?

☐ definitely yes ☐ probably yes ☐ probably no ☐ definitely no ☐ do not know

If your answer is "YES", in which of the following ways would your organization be willing to collaborate?

Ways of Collaborating	Willingness?	
serve as a referral source for inquiries which Gallaudet receives and to which Gallaudet cannot respond	☐ yes	☐ no
refer to Gallaudet's Information Center inquiries which your organization receives and to which your organization cannot respond	☐ yes	☐ no
exchange with Gallaudet's Information Center publications and brochures used for information responding	☐ yes	☐ no
utilize Gallaudet publications and brochures for responding to inquiries your organization receives	☐ yes	☐ no
provide Gallaudet with publications and brochures for use in responding to inquiries	☐ yes	☐ no
provide Gallaudet with access to your computerized data base	☐ yes	☐ no
borrow media materials from Gallaudet	☐ yes	☐ no
lend media materials to Gallaudet	☐ yes	☐ no
other (specify) ______________________________	☐ yes	☐ no

16. For future reference, please indicate the appropriate person at your facility to contact regarding information needs.

Name ______________________________

Title ______________________________

Phone number (voice/TTY) ______________________________
(Area code) (Number)

COMMENTS:

Please feel free to make any comments or suggestions regarding Gallaudet's planned Information Center.

Please return no later than February 1st. Thank you for your cooperation.

Appendix B

Cover letter accompanying survey instrument

GALLAUDET COLLEGE
Washington, D.C. 20002
202/651-5005

Office of the
President

January 4, 1980

Dear Colleague:

Since its inception, Gallaudet College has served as a resource on deafness to parents, teachers, organizations, and the general public. Requests for information have traditionally gone to a variety of individuals and offices. The College is now in the process of planning a central office, an Information Center, to respond to these requests for information.

The center will receive information requests from organizations and individuals, from outside of Gallaudet as well as from campus units, and will respond to the extent possible with appropriate materials from the extensive special deafness collection of the Edward Miner Gallaudet Memorial Library, and from other sources.

We are asking for your help in identifying the kinds of information most frequently requested on deafness. This will enable us to organize the initial efforts of the new center around the greatest areas of information need. Further, we want to ensure that our center relates well to other organizations that provide information services and does not duplicate services already being provided.

Please ask the person in your organization who is usually responsible for responding to information requests to complete the attached questionnaire and return it, as soon as possible but not later than February 1, in the enclosed stamped envelope.

We appreciate your time and effort in responding to this survey, and for your information, have enclosed two samples of the kinds of informational materials the College is currently producing.

Thank you for your assistance.

Sincerely yours,

Barbara P. Harslem

Barbara P. Harslem
Project Director

Charlotte Hawkins-Shepard

Charlotte Hawkins-Shepard
Project Coordinator

Appendix C

Return envelope

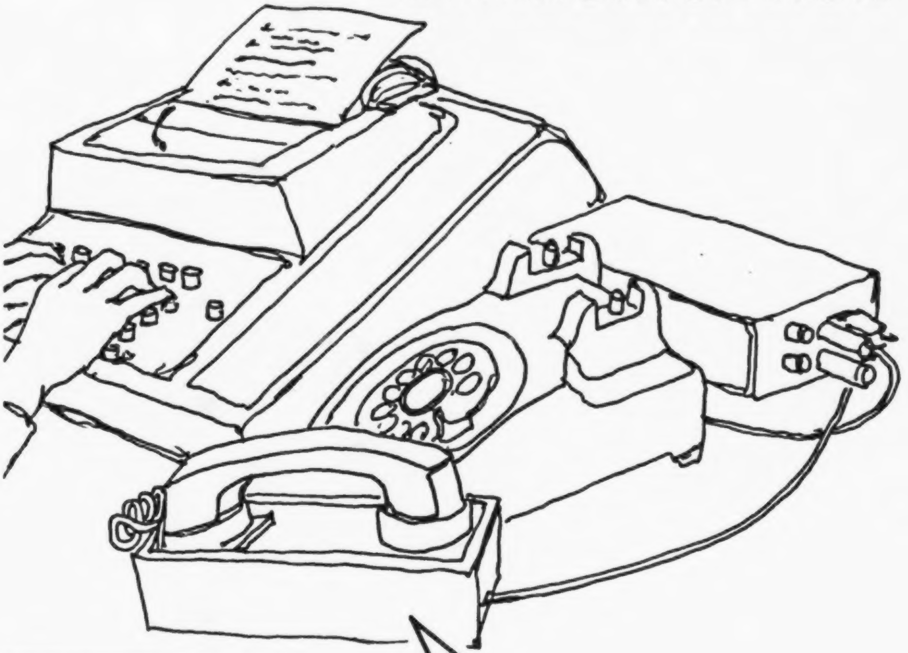
THE LAND OF THE FREE THE HOME OF THE BRAVE
USA 15¢

Ms. Barbara Harslem
Project Director
Information Center on Deafness
Gallaudet College
Office of the President
Kendall Green
Washington, D.C. 20002

Appendix D

Informational brochures

GUIDE FOR
TTY - TELEPHONE
COMMUNICATION



TTY - Telephone - TTY - Telephone - TTY - Telephone - TTY - Telephone - TTY - Telephone - TTY - Telephone - TTY - Telephone

PUBLIC SERVICE PROGRAMS

GALLAUDET COLLEGE • WASHINGTON, D.C.

MAKING A TELEPHONE CALL

There are several easy steps to follow when you use your TTY and coupler to make a telephone call.

1. Take the phone receiver off the hook and place it correctly in your coupler. If you have a coupler with a cradle, be sure the cord from the receiver is in the slot in the cradle. If you have a coupler with two rubber cups, be sure the receiver is pressed into them securely.
2. Turn the TTY on and check the monitor light on your coupler to be sure you have a dial tone. The dial tone will make a steady light on your monitor.
3. Dial the number carefully.
4. You will know from watching the monitor light on your coupler if the phone you have dialed is ringing. The ring will make a long slow flash or two short flashes with a pause in between. If the phone you are calling is being used for another call, you will see a busy signal on your monitor. A busy signal will make short continuous flashes. If this happens, try to call again later.
5. When the phone is answered you will see an irregular light signal as the phone is picked up and placed in the cradle. Sometimes you may call a phone number that is used for voice calls too. If your call is answered by a hearing person, he will usually place the phone receiver to his ear when he answers. Many people you call will recognize the noise made by the motor of a TTY when they answer the phone so when your TTY call is answered by voice wait a few moments for the person to connect it to the TTY. If your call is not answered by a TTY after a few moments, tap the "letters" key of your TTY to tell the person that it is a TTY call. But remember the sound of a TTY can be very unpleasant to a hearing person who answers and it may not always be necessary to signal with the "letters" key.
6. If your call is not answered by another TTY even after you tap the "letters" key, it may mean several things. You may have dialed the wrong number by mistake. If this happens the person you have called will probably hang up the phone and your monitor light will show a dial tone signal. Or it may mean that your call did not go through. A signal on your monitor light that someone is speaking may mean you have reached a telephone company recorded message. If you get a recording, check your number carefully and try to call again.

RECEIVING A TELEPHONE CALL

If you have a signal lamp, it will flash when your phone rings. This means that someone is trying to call you.

1. Pick up the phone receiver and place it in the cradle or the rubber cups on your TTY coupler.
2. Turn your TTY on.
3. The person who answers the telephone is the first to type. Type your name and say "hello." Then type "GA."
4. If your TTY phone is also used for voice calls, be sure the persons who answer the phone by voice know how to recognize and answer a TTY call.

HOW TO DIAL

When you use the phone to make a TTY call you must first dial the phone number of the person you want to call. Here are the basic steps for dialing your telephone.

1. Local phone numbers usually have 7 numbers or 2 letters followed by 5 numbers. These numbers must be dialed in order, starting with the first number on the left.
2. Dial the first number by putting your finger in the proper slot and bringing it all the way around to the finger stop.
3. Release your finger and let the dial return by itself. Then dial the next number the same way. Be sure the dial returns all the way between numbers.
4. If you have a Touchtone phone with keys instead of a dial, be sure to punch the correct keys firmly one at a time.

THINGS TO REMEMBER

1. Always identify yourself immediately when you make or receive a TTY call. Since the person on the other end cannot hear or see you in a telephone call, it is important and polite to do this.
2. Remember that TTY calls take longer than voice calls. Especially when you make a business call or a long distance call, prepare what you plan to say and have any information handy that you may need during the call.
3. After you finish a call be sure to turn your TTY off and hang up the phone receiver. If you forget to hang up the phone and someone else tries to call you, he will get a busy signal.
4. "GA" means "go ahead." This is the signal to the other person to begin typing. "HD" means "hold." This is the signal that the person typing must stop for a minute, but he will be back.
   "SK" means "signing off." This is how you show that you will hang up, that you have nothing more to say. It is polite to type "Good-bye," "So long," "Thanks again," or some other closing before you type "SK."
5. For information on dialing long distance calls, see the front pages of your local telephone directory.

THINGS TO WATCH WHEN YOU DIAL

1. Watch your "O." The letter "O" is with "MNO." The number "O" (zero) is right after "9."
2. Watch your "I," Be careful about the other two look-alikes, the letter "I," (capital "i") and the number "I", (one). The letter "I" is with "GHI," The number "I" is by itself at the first finger slot.

Public Service Programs
Gallaudet College
Washington, D. C. 20002

April, 1974

the JUDGE

and the courts

to

PROTECT THE RIGHTS OF DEAF PEOPLE

Deaf people have equal rights guaranteed all citizens by the Constitution of the United States.

Deaf people have the right:

- *to obtain a driver's license*
- *to have an interpreter in court*
- *to adopt children*
- *to communicate freely in any manner*
- *to freedom of movement and assembly*
- *to equal educational opportunity*

For information about deafness, education of the deaf, and services for deaf and hearing-impaired citizens,

WRITE:

Director
Public Service Programs
Gallaudet College
Kendall Green
Washington, D.C. 20002

Appendix E

Cover letter in first follow-up mailing

GALLAUDET COLLEGE
Washington, D.C. 20002
202/651-5005

Office of the
President

February 11, 1980

Dear Colleague:

As a person who is involved with deaf individuals, you most likely share our interest in improving the communication and exchange of information about deafness. To that end, Gallaudet College is working to establish a national Information Center on Deafness. The Information Center will begin operating in the fall of 1980, and will serve as a central office to handle many of the information requests Gallaudet offices receive daily from organizations and individuals.

We are asking for your help. Recently, we sent you a questionnaire concerning information needs and services related to deafness. Unfortunately, we have not yet received your response. Perhaps the materials have gone astray. For your convenience, we are enclosing another complete set. Your response is of great importance to us. We need to rely on advice, information, and collaboration from colleagues in other organizations and programs to remove what leaders in the field have labeled the major obstacle facing deaf people -- "well-meaning but misinformed hearing individuals."

Won't you please take fifteen minutes now to complete the questionnaire and return the form today? Thank you for this very important contribution.

Sincerely yours,

Barbara P. Harslem

Barbara P. Harslem
Project Director

Charlotte Hawkins-Shepard

Charlotte Hawkins-Shepard
Project Coordinator

Appendix F

Reminder postcard for second follow-up

March 6, 1980

Dear Colleague,

As of this date, we have not yet received your response to the NATIONAL SURVEY ON INFORMATION NEEDS AND SERVICES RELATING TO HEARING IMPAIRMENT. Your organization is part of a specially selected sample for this project, and as such, your response will be extremely valuable to us. We would appreciate it very much if you would return the completed questionnaire as soon as possible.

Thank you for your cooperation.

Charlotte Hawkins-Shepard

Charlotte Hawkins-Shepard
Project Coordinator
Information Center on Deafness
Gallaudet College

Appendix G

Editing manual

GALLAUDET COLLEGE
OFFICE OF DEMOGRAPHIC STUDIES
7th Street & Florida Avenue, N.E. • Washington, D.C. 20002

February 29, 1980

Editing Manual for National Survey on Information Needs and Services

ALL EDITING IS TO BE DONE IN RED PENCIL

Question Number

1. Pre-assign four digit ID number. (This done at intake in Project Office.)

2. Edit to only one organization checked. The only allowable write-in will be "religious organization." (This done at intake in Project Office.)

3. If "no" is checked, then questions 4-13 should be blank. If "no" is checked and there are appropriate responses in questions 4-13, edit question 3 to "yes". If "no" is not checked and form is blank except for question 14, edit question 3 to "no". If neither box is checked and there are appropriate responses in questions 4-13, edit question 3 to "yes". If both checked, edit as shown above.

4. AVG/WK - Four digits are allowed here. If response is 10,000 or more, edit to 9,998. If any specific response is 8,888 or 9,999, edit back one digit. Thus, 8,887 or 9,998. If range given (5-10) use mid-point. If response is "less than 1" code as 0001.

   EST/ACTUAL - Only one can be checked. If both checked, edit to "estimate."

5A. Only one response per topic is allowed. If more than one, edit to highest frequency circled. If a write-in is in "other," try to re-categorize. If not possible, leave in "other." Only 1 "other" will be indicated, so code highest frequency reported. (If several are not re-categorized.)

B. If both boxes are checked, edit to "yes." If blank and response in 5A, leave blank. (5A and 5B are separate questions!)

6. If more than 3 digits, check with Brenda or Dot.

7. Only one response per category is allowed. If more than one, edit to highest frequency circled. If "do not know" and something else is

circled, edit out "do not know." If a write-in in "other," try to re-categorize, otherwise leave "as is." Only 1 "other" will be indicated, so code highest frequency reported, if several are not re-categorized.

8. If "yes" and something else is checked, edit to "yes."

9. Only one response for each line is allowed. If more than one, edit to highest frequency circled. If a write-in in "other," try to re-categorize, otherwise leave "as is." Only 1 "other" will be indicated, so code highest frequency reported, if several are not re-categorized.

10. If "no" is checked and 10B has an entry, edit to "yes." If blank and 10B has an entry, edit to "yes." If something in "other," check with Brenda or Dot to see if it can be re-categorized.

11. If both boxes checked or if something like "occasionally" is written in, edit to "yes." If something in "other," check with Brenda or Dot to see if it should be re-categorized.

12. If "no problem" is checked, question for "usage" should be blank. If there are entries for "usage," edit out "no problem." If both boxes are checked for "usage," edit to "yes." If something in "other," check with Brenda or Dot to see if it should be re-categorized.

13. If both boxes are checked, edit to "yes." If "sometimes" or "occasionally" written in, edit to "yes." If something in "other," check with Brenda or Dot to see if it should be re-categorized.

14. If "do not know" and something else is checked, edit out "do not know."

15A. If there are entries in "Willingness," then "definitely yes" or "probably yes" should be checked in 15A. If "no" or "do not know" is checked and there are responses in 15B, edit to "probably yes" in 15A.

B. The entry program will allow for entering "no, with comments" - e.g., if someone checked "no" for computerized data base and wrote in, "we don't have a data base," this would be entered as "no, with comment." Also, if neither box is checked, and someone wrote "not applicable," it will be entered as "no, with comment."

16. No editing necessary, except when organization/name differs from that in question 1. If different, use organization/name in question 16.

COMMENTS: No editing necessary. Data enterer will only indicate if there is an entry, regardless of responses.

Dorothea Bateman
Lead Data Processing Specialist
Office of Demographic Studies

Appendix H

Codebook

CODEBOOK

Survey on Information Needs and Services Relating to Hearing Impairment

Q #	COLUMN	SPSS VARIABLE NAME	ITEM	CODE
1	1-4	ID	Agency, Organization ID #	0001-9999
2	5-6	ROLE	Organization's Primary Role	01=PRESCH, ELEM OR SECND 02=POST-SECONDRY 03=PROF ORG FOR INF, SRV 04=REHAB 05=COMMUNITY SRV 06=SEN CITIZEN 07=SPCH-REC 08=SOC-REC 09=UNIV TRAINING 10=MNTL HLTH 11=RELIGIOUS
3	7	INFO	Receive Information Requests?	1=YES 2=NO
4	8-11	INQUIRE	Number of Inquiries	0000-9999 IF # OF INQUIRIES =8888--CODE= 8887 IF # OF INQUIRIES =9999--CODE= 9998 IF # OF INQUIRIES =10,000--CODE= 9998 8888=DOES NOT APPLY 9999=BLANK

Q #	COLUMN	SPSS VARIABLE NAME	ITEM	CODE
5	12	COUNT	Actual or Estimated Count?	1=ESTIMATED INQUIRIES 2=ACTUAL INQUIRIES 8=DOES NOT APPLY (COL.7="2") 9=BLANK
				FREQUENCY OF REQUESTS
5A	13	DEAFNSS	Deafness in general-TPCS	1=NEVER 2=LESS THAN ONC-MTH 3=LST ONC-MTH NOT WKLY 4=LST ONC-WK NOT DLY 5=DAILY 8=DOES NOT APPLY (COL.7="2") 9=BLANK
	14	DIAGINST	Diagnostic Instruments-TPCS	
	15	HRNGAID	Hearing aids-TPCS	
	16	ELDRLOSS	Hrng loss in elderly	
	17	SRHOUSNG	Housing for Sr Citizens-TPCS	
	18	INTSRV	Interpreter services-TPCS	
	19	LEGIMPCT	Legislation impact on Deaf-TPCS	
	20	SPEECH	Lipreading, speech-TPCS	
	21	MAINSTRM	Mainstreaming-TPCS	
	22	SIGNLNG	Sign Language-TPCS	
	23	MEDICAL	Medical,Diagnostic-TPCS	
	24	MENTHLSV	Mental Health Services TPCS	
	25	MULTHAND	Mult Handicapped Deaf-TPCS	
	26	PARENTED	Parent Education-TPCS	
	27	TCHMETHD	Teaching Methods-TPCS	
	28	RELIGSRV	Religious Srv,ED-TPCS	
	29	TCHCERT	Teach Cert Requirements TPCS	
	30	TCHTRNG	Teach Training programs TPCS	
	31	TTYALARM	Telecommunication, Devices-TPCS	
	32	OTHTOPCS	Other Topics (Frequency#"1")	

Q #	COLUMN	SPSS VARIABLE NAME	ITEM	CODE
				AVAILABILITY OF INFORMATION
5B	33	DEAFINF	Deafness Information	1=YES,INF AVAILBL
	34	DIAGINF	Diagnostic Information	2=NO,INF NOT AVAILABLE
	35	AIDINF	Hrng aid Information	8=DOES NOT APPLY (COL.7="2")
	36	ELDLSINF	Eldr loss Information	9=BLANK
	37	SRHSINF	Sr Citizen Housing Information	
	38	INTSVINF	Interpreter Information	
	39	LEGINF	Legislation Information	
	40	SPCHINF	Speech Information	
	41	MNSTRINF	Mainstrm Information	
	42	SIGNINF	Sign Information	
	43	MEDINE	Medical Information	
	44	MHLTHINF	Mental Health Information	
	45	MHNDINF	Mult Handicapped Info.	
	46	PRTEDINF	Parent Ed Information	
	47	METHDINF	Teaching Method Info.	
	48	RLGSVINF	Religious Information	
	49	CERINF	Teach Cert Information	
	50	TRNGINF	Teach Training Info	
	51	TTYINF	Telecom,Dev Informat.	
	52	OTHTPINF	Other Topics Information	
6	53-55	LOCALQST	%Local Questions	000-100 888=DOES NOT APPLY (COL. 7= "2") 999-BLANK
7	56	SPCHPROF	Aud,Spch Professionals WHO	1=NEVER
	57	DEAFADLT	Deaf Adults-WHO	2=LESS THAN ONC-MTH
	58	EDAGNCY	Ed Agencies,State,Loc-WHO	3=LST ONC-MTH NOT WKLY
	59	NONEDAG	NonEd Agencies,Fed,St, Loc-WHO	4=LST ONC-WK NOT DLY
	60	GENPUB	General Public-WHO	5=DAILY
	61	POLICE	Law Enf Agencies, Police-WHO	6=DO NOT KNOW
	62	LEGAL	Legal Professionals-WHO	8=DOES NOT APPLY (COL.7="2")
	63	MENTHLPR	Ment Hlth Professionals WHO	9=BLANK

Q #	COLUMN	SPSS VARIABLE NAME	ITEM	CODE
	64	NWSMEDIA	News Media Representa-tives-WHO	
	65	RELFRNDS	Prnts,Rel,Frnds of Deaf WHO	
	66	RLGGRPS	Religious Groups-WHO	
	67	RESEARCH	Researchers-WHO	
	68	TEACHERS	Teachers-WHO	
	69	STUDENTS	University Students-WHO	
	70	OTHPROF	Other Professionals-WHO (Frequencies#"1")	
8	71	TTYDEV	Telecom Device Availble	1=YES 2=NO 3=DO NOT KNOW 8=DOES NOT APPLY (COL.7="2") 9=BLANK
9	72	LETTER	Indiv Reply by Letter-RSPNS	1=NEVER
	73	TTYPHONE	TTY,Phone Calls-RSPNS	2=LESS THAN ONC-MTH
	74	MEETINGS	Meetngs,Pers Consultn-RSPNS	3=LST ONC-MTH NOT WKLY
	75	FORMLTR	Form Letter-RSPNS	4=LST ONC-WK NOT DLY
	76	WKSPRSPN	Workshops,Presentations RSPNS	5=DAILY
	77	REFERRAL	Refer to Other Sources RSPNS	8=DOES NOT APPLY (COL.7="2")
	78	OTHRSPNS	Other Responses (Frequencies#"1"	9=BLANK
10	79	PREPARE	Prepare Information	1=YES 2=NO 8=DOES NOT APPLY (COL.7="2") 9=BLANK
10A	80	GNRLGRP	Laypersons,General-GRPS	1=YES
	81	PROFGRP	Professional,Technical GRPS	2=NO
	82	OTHGRP	Other Groups	7=DOES NOT APPLY NO INF (COL.79 ="2"

Q #	COLUMN	SPSS VARIABLE NAME	ITEM	CODE
				8=DOES NOT APPLY (COL.7="2") 9=BLANK
11	83	SEARCH	Org Staff Search	1=YES
	84	PROVIDED	Ask oth Agencies to Provide	2=NO
	85	CONSULT	Contract w Consultants	8=DOES NOT APPLY (COL.7="2")
	86	OTHMETH	Other Methods of Preparation	9=BLANK
12	87	NOINFO	No Information on Inquiry	1=CHECKED 2=NOT CHECKED 8=DOES NOT APPLY (COL.7="2")
12A	88	DIRRESP	Respond Directly, Referral-NO INFO	1=YES
	89	ASKOTHAG	Ask Another Agency to Answer-NO INFO	2=NO
	90	OTHRESP	Other Response-NO INFO	7=DOES NOT APPLY (COL.87="1") 8=DOES NOT APPLY (COL.7="2") 9=BLANK
13	91	MAILINGS	Unsolicited Mailings-OUTREACH	1=YES
	92	LECTURE	Lect,Spkr Srv-OUTREACH	2=NO
	93	DISPLAYS	Displays,Demonstrns-OUTREACH	8=DOES NOT APPLY (COL.7="2")
	94	WKSPOUT	Workshops-OUTREACH	9=BLANK
	95	OTHOUT	Other OUTREACH	
	96	GLDTASTN	Gallaudet Assistance?	
14	97	GLDTCLBT	Gallaudet Collaborate?	1=DEFINITELY YES 2=PROBABLY YES 3=PROBABLY NO 4=DEFINITELY NO 5=DO NOT KNOW 9=BLANK
15	98	SRCEGLDT	Refer Source for Gallaudet-WAYS	1=YES
	99	RFRGLDT	Refer to Gallaudet-WAYS	2=NO

Q #	COLUMN	SPSS VARIABLE NAME	ITEM	CODE
	100	EXCNGLDT	Exchange w Gallaudet-WAYS	3=NO,WITH COMMENT
	101	UTLZGLDT	Utilize Gallaudet Pubs WAYS	8=DOES NOT APPLY (COL.97≠"1" OR "2")
	102	PRVGTPUB	Provide Gallaudet w Pubs-WAYS	9=BLANK
	103	PRVGTACC	Provide Gallaudet w Comp Access-WAYS	
	104	BRWGLDT	Borrow Materials fr Gallaudet-WAYS	
	105	LNDGLDT	Lend Materials to Gallaudet-WAYS	
	106	OTHWAYS	Other Ways	
16	107-134	CONTACT	Contact's Name	
	135-162	TITLECON	Contact's Title	
	163-172	PHONE	Contacts' Phone Number	
	173-200	ORGNAME	Organization's Name	
	201-234	ORGSTRT	Organization's Street	
	235-261	ORGCTY	Organization's City	
	262-263	ORGST	Organization's State	
	264-268	ORGZIP	Organization's Zip Code	
	269	COMMENT	Comments	

Appendix I

Survey Response Rates:

Percentage of Non-response

Survey Response Rates:

Percent of Non-response

Question number and item		Percent of non-response
(4) Number of information		5%
(5) Topics of inquiry	(5A) Frequency of requests	(5B) Availability of information
Deafness in general	4%	11%
Diagnostic instrument (Tests for use with deaf people)	7%	16%
Hearing aids/amplification devices	7%	14%
Hearing loss in the elderly	8%	17%
Housing for senior citizens	8%	19%
Interpreter services	5%	12%
Legislation having impact on deaf people	6%	16%
Lipreading/speechreading/speech	7%	15%
Mainstreaming/least restrictive environment	6%	16%

Question number and item	(5A) Frequency of requests	(5B) Availability of information
Manual communication systems/sign language	4%	12%
Medical/diagnostic	8%	17%
Mental health information services	7%	16%
Multiply handicapped deaf people	6%	15%
Parent education	7%	16%
Philosophy/methods of teaching deaf children	6%	15%
Religious services and religious education	6%	16%
Teacher certification requirements	6	16%
Teacher training programs	7%	16%
Telecommunication and other devices to aid deaf (e.g., TTY, alarms)	6%	15%

Question number and item	Percent of non-response
(6) Local questions	10%
(7) Individuals/organizations that make inquiries	
Audiology/speech pathology professionals	6%
Deaf adults	4%
Education agencies, state and local	6%
Federal/state/local government agencies (non-educational)	7%
General public	4%
Law enforcement agencies (police)	5%
Legal professionals	5%
Mental health professionals	6%
News media representatives	6%
Parents, relatives, and friends of deaf children	5%
Religious groups	5%
Researchers	5%
Teachers	5%
University students	5%
(8) Telecommunication devices	1%

Questions number and item	Percent of non-response
(9) Modes of response	
Individualized reply by letter	4%
Telephone/TTY calls	4%
Meetings/personal consultation	8%
General reply or form letter (possible enclosing information packet or publications)	10%
Workshops/brochures/presentations	6%
Referral of inquirer to other information source	10%
(10) Preparation of information material	1%
Specific groups for whom materials	
preparated lay persons/general (N=501)	8%
professional/technical (N=501)	15%
(11) Methods of preparing responses	
Staff search	12%
Other agencies supply data	12%
Consultant contracts	18%
(12) Response format when information is unavailable	
Refer individual to other source (N=799)	7%
Transmit inquiry to other source (N=799)	26%

Questions number and item	Percent of non-response
(13) Type of outreach activities	
Unsolicited mailings	11%
Lecture/speaker services	5%
Displays/demonstrations	8%
Workshops	7%
(14) Anticipation of obtaining assistance from Gallaudet's Information Center	1
(15) Willingness to collaborate with Gallaudet's Information Center	1
Ways of collaborating	
Act as referral source for Gallaudet (N=950)	9%
Use Gallaudet Information Center for your inquiries	4%
Exchange materials	10%
Utilize Gallaudet publications	5%
Provide Gallaudet with materials for distribution	14%
Provide Gallaudet with access to computerized data base	23%
Borrow media materials from Gallaudet	10%
Lend media materials to Gallaudet	20%

Appendix J

"Other" Topics of Inquiry Listed Three Times or More

"Other" Topics of Inquiry Listed
Three Times or More

Topics	Number of organizations
Sign language classes	5
Vocational rehabilitation	5
Interpreter training	4
Social activities for deaf/ hearing	4
Curriculum	3
Genetics	3
Postsecondary training	3

Appendix K

"Other" Inquirer Categories Listed Three Times or More

"Other" Inquirer Categories Listed
Three Times or More

Inquirers	Number of organizations
Community service groups	7
Rehabilitation counselors	7
Employment personnel	3
Elementary/high school students	3
Interpreters	3
Medical Professionals	3
Volunteers	3

Appendix L

"Other" Modes of Response Listed Three Time or More

"Other" Modes of Response Listed
Three Times or More

Modes of Response	Number of organizations
Meetings with parents and consultants	4
Newsletters	4
Sign language classes	3
Exhibits	3
Walk-in visits	3

Appendix M

"Other" Groups for Which Materials Are Prepared Listed Three Times or More

"Other" Groups for Which Materials Are Prepared

Listed Three Times or More

Groups	Number of Organizations
Parents	34
College/university students	15
Deaf clients	8
Teachers	8
Church groups	6
Hearing postsecondary students	3
Volunteers	3

Appendix N

"Other" Preparation of Materials Listed Three Times or More

"Other" Preparation of Materials Listed

Three Time or More

Method of preparation	Number of organizations
Direct contact/personal conversation	5
Use of own resources	5
Request materials from organizations, and keep these on hand	3
Use of faculty or deaf education consultant	3

Appendix O

"Other" Response Methods When No Information is Available

"Other" Response Methods When No Information is Available

Response methods	Number of organizations
Locate the information ourselves and provide it to inquirer	3
Call another agency and get back to inquirer	2
Inquire within our school district and get back to inquirer	2
Do not answer due to time and personnel constraints	1

Appendix P

"Other" Outreach Activities Used by Organizations

"Other" Outreach Activities Used by Organizations

Outreach activities	Number of organizations
Media ads/releases	35
Publication of newsletter	5
Deaf awareness day sponsored	5
Sign language classes given	5
Films or slides shown	3
Health fairs	3

Appendix Q

Comments

Comments

Comments on Information Center Concept

Supportive

- -- "We at this clinic see a real need for an Information Center. We are financially unable to develop brochures and mail them out at this time."
- -- "This Center will open up new avenues for assistance."
- -- "Very pleased to learn this Center is being established. It is needed and I'm sure we will make good use of it. Please send all available information." "Great!! Very needed."
- -- "Feel this center will be invaluable--it is often that we are at a loss on where to get some information or to refer some people to."
- -- "Your Information Center would help us to help others better."
- -- Good idea!"

-- "There is urgent need for basic information which can be presented to general public on deafness."

-- "Looking forward to having a 'coordinating' point through Gallaudet."

-- "Sounds like an excellent idea and hope it is a success."

-- "Sounds like a good and needed idea."

-- "It sounds terrific."

-- "I am thinking of Gallaudet as a clearinghouse, so I appreciate the need for this type of facility."

-- "I like the idea of having an Information Center for the deaf and Gallaudet is a good choice."

-- "I feel that Gallaudet's planned Information Center will meet a long-felt need. By having the information in one central location, it would be easy to coordinate all the various requests. More importantly Gallaudet is the logical place to coordinate the center because of its prestigious and historic leadership in the area of deafness."

-- "The idea seems timely! A centralized 'bank' would hopefully provide the best information."

-- "There is an enormous need for such an Information Center at Gallaudet. We have referred many times to their publications for information."

-- "Needed! Sounds great!"

-- "We would welcome a Center such as you are suggesting, would be willing to cooperate in any possible way."

-- "Please let us know how we can help. Sounds like a great undertaking!"

-- Excellent!"

-- "Am pleased to work and cooperate with Gallaudet's Information Center for exchanging information to general public."

-- "Really looking forward to it."

-- "I feel this would be a valuable service."

-- "It is a wonderful idea."

-- "Good luck--such central depository of materials is really needed."

-- "Sounds great!"

-- "Glad to hear about it! I have been doing information and referral service "unofficially" for years and am glad to hear of a service like this."

-- "Such a center would be a valuable to us."

-- "Gallaudet's Public Service Program has saved us with faculty inservice; curriculum aids in English and language from Continuing Education. Thank you. We look forward to sharing our meager information through the Information Center. It will be nice also to have a central place to call."

-- "Information available from a central location would be invaluable and save time and personal effort for those of us who have a commitment to educate with accurate, reality-oriented information about the deaf and deafness."

-- "I believe this service is greatly needed and that it will be utilized."

-- "I think that it has been long needed. Would be happy to assist in any way possible."

-- "I fully support this sharing idea and if I can be of further assistance, please let me know."

-- "It's a great idea to have a central resource." "We would welcome the opportunity to work with Gallaudet College and the Gallaudet Information Center."

-- "I think this is a great project! Good luck!"

-- "I would encourage you to establish this bureau as soon as possible."

-- "This center should be very helpful in promoting deaf awareness."

-- "Think it is a great idea! Professional materials are needed."

-- "Very pleased to have this valuable source of information available."

-- "The Information Center would appear to be a much needed service. I am looking forward to its establishment!"

-- "I feel centers of information are a need and therefore support such a center."

-- It sounds like a service public school systems will certainly avail themselves of."

-- "This is an excellent idea and will help in my dealings with parents who have not had prior information about deafness. It will serve to inform the general public in a more organized way."

-- "You have been quite helpful to us in the past, and with the establishment of the Information Center, we are looking forward to using your services even more."

-- "Very good idea--has been needed for a long time."

-- "I think this is an excellent project."

-- "Good luck with a good idea."

-- "I would be happy to cooperate in any manner to help see the Information Center become a real resource."

-- "A great idea and certainly a valuable resource for many people."

-- "Much needed source for parents and other persons interested."

-- "Hooray!"

-- "Think your idea is great. Wish it had been in existence about five years ago when we had about four or five families involved. Best wishes for success in your endeavor."

-- "Would be good for the deaf of America."

-- "As not only a church-related interpreter, but as a parent of a deaf child, this Information Center would be a great asset to our services for deaf and public awareness."

-- "It should be a very useful center not only in terms of direct information and referral but in moving towards greater exchange and coordination of available materials, etc."

-- "Finally made a home run. This should have been the number one priority."

-- "Good luck."

-- "I am happy to see Gallaudet let us have such a center. I hope we can cooperate with you. Thank you."

-- "I like the idea of this Center to take up a new role and be responsible for it."

-- "This service should be very helpful for non-salaried officers of organizations of the deaf. At times when response had to be given by a personal letter, it tended not to be done when pressed for time and other duties."

Nonsupportive Comments

-- "An information and referral source on the west coast would be more practical for us--there are real regional differences in programs and services to hearing impaired students. Gallaudet's planned information center has value only as a regional information center not as a representative of the nation's programs and services."

-- "Why have you omitted A.G. Bell from your brochure? You're certainly past the 'age-old' battle. Aren't you?"

-- "I find it hard to believe that this is necessary with the great number of experts in the field throughout the United States. Not all the information available is centered at Gallaudet. With the great need for additional funding in our other postsecondary programs in the area of support staff; this project seems to be a waste. Let the responsibility for responding to requests be with each office that the request is originated...that keeps each office 'in touch' with the outside. It's hard enough for some offices to become knowledgeable of the public without taking away one of the real contacts they have."

Comments Which Describe Related Centers

-- "As a member of the Deaf Outreach Coalition, I would speak for our group in saying that we would like very much to collaborate with your Information Center. Our group is in the process of writing a grant for a similar center (I am sure on a much smaller scale) in Vermont and we welcome input and this sort of cooperation."

-- "SC is developing an information center... We named it Deafness Information Resource Center (DIRC). There have been comments about changing the name to Hearing Impaired so that persons that aren't deaf but still need information would feel more free to call."

-- "It is the agreed upon purpose of the Education of the Hearing Impaired faculty (3) to answer general questions concerning hearing impairment and remediation possibilities without obvious bias for a particular methodology. The degree to which we would be willing to collaborate with Gallaudet's planned Information Center would be dependent upon the planned Center's agreement with this philosophy. Please count on us to assist in whatever way possible if the Center's policy is similar to our own."

Recommendations Regarding the Center

-- "We are particularly interested and in need of information on curriculum instructional materials."

-- "Will your Information Center include information on auditory/oral programs and cued speech programs, such as ours?"

-- "Try having an 800 number on an experimental basis. Find ways to relate directly to deaf people so that they feel kinship and/or ownership with the project."

-- "We are starting a file with information, phone-TTY numbers, legal, educational, and medical information. We would so much appreciate any information, etc. that will help us. Our concerns now are on the 504 law concerning hospitals, police, fire department and how to make them enforceable. Also how to set up a center for TTY service, to help the deaf contact their doctors."

-- "I would like to receive as much information as possible about your resources. For instance, I became aware of your film on Usher's syndrome which we will be using shortly. Perhaps if you would send me a listing of all your media materials that could be used and rented from you for public information seminars, parent groups, etc."

-- "Especially interested in disseminating information on the multiple handicapped deaf children. We would be willing to share information we have from our 8-1/2 years of working with this population."

-- "Toll free number (800) should be available for the TTY users."

-- "Hopefully the Information Center will respond to needs of all H.I. (sic) and not specifically for those using communication systems other than oral."

-- "Would appreciate information on grants available and procurence of same."

-- "We would be particularly interested in any information relating to multi-handicapped persons."

-- "Would like to see Gallaudet Center distribute general information re deafness, parent education, audiograms hearing aids, etc. to deaf educative programs for distribution by these programs to parents interested individuals, professionals, organizations. Either send a supply of materials or allow us to duplicate."

-- "The following are topics we consider 'gray' areas. Curriculum planning and development have been a main issue within our program particularly for the younger children; because of difficulties with both receptive and expressive language skills and their implications on reading and cognitive development. Any information re this area would be helpful."

-- "Item #5 Section B...Although some information is available on items, yes more information is desirable and would be helpful in most instances."

-- A toll free number for parents and others."

-- "It would help if handouts could be standardized in size and lightweight, inexpensive display (table top) rack be provided for the waiting room for our clinics. Also parent education filmstrip/cassettes or 8mm loop films might be provided for continuous showing in the same locale. This would provide educative materials to parents and other family persons who are waiting while children are being seen in therapy or teaching sessions. A number of topics might be provided on film loops or filmstrips with audio cassettes or other sound track for parents or client education."

-- "A computerized information center can be linked to users who may ask for information or referrals."

-- "What will be important is the speed with which an individual receives assistance. Often the requests for information comes from individuals who have used a lot of time and effort trying to find answers and feel defeated when they come to me. It would help me to know what is available, even if in categories, and for me to be able to phone in a request for the individual. Parents, teachers, and administrators feel they need their information now so that they can fel as though they are doing something constructive and appropriate."

-- "A computerized information center can be linked to users who may ask for information or referrals available at Gallaudet College."

-- "Our biggest problem is locating information quickly in order to respond in a timely manner. I would hope the information center would develop a retrival system that could respond to requests within 10 days--two weeks."

-- "Could use updated brochure on teacher training program and need a recruitment brochure for teachers of the hearing impaired."

-- "Gallaudet also to work with public libraries (a huge project which will be taken care of by Amerian Library Association - Section on Deafness)."

-- "Since our agency deals primarily with developmentally delayed individuals where hearing impairment is a handicap secondary to the clients cognitive deficits, it would be helpful if your Information Center would include materials on the effects of hearing impairment on learning. Also, incidence figures of hearing impairment among the developmentally delayed population are helpful."

--"We receive many calls re Cued speech, especially in the county where the method is being strongly implemented by the county program.

-- "Relevant brochures and other printed information with respect to deafness would be helpful."

-- "Information available should be unbiased in terms of treatment (i.e. hearing aid selection and educational methods (i.e. auditory vs. lipreading vs. total vs. manual)."

-- "Have identified a list of mental health services and professionals as a needed service. Would greatly appreciate any information regarding these services."

-- "As a Gallaudet graduate my general resources are adequate to at least refer people to other agencies, national resources etc. To do this effectively, I need to be updated on new or changing resources. I think it would be great if the Information Center were to publish a regular newsletter to keep us informed about new and changing things the center comes across. Also, I get a lot of questions about rehabilitation services for deaf/blind individuals (children and adults).

Explanation of Responding Organization's Scope and Services

-- "We have one deaf family which is served well by local resources."

-- "The information will probably not help you much since the L.E.A. is serving no deaf identified youngsters at this time. However, the L.E.A. is familiar with your programs and wishes to be informed of continued programs/materials available to individuals in the public school setting."

-- "To help serve our area we have been publishing a directory of services for the deaf and hard of hearing in our area, a copy will be sent to you."

-- Our school does not have brochures, reprints, etc. for distribution to the general public or lay professionals on various subjects of deafness. We have fact sheets, brochures and guide books which have been developed by our staff regarding information pertinent to our facility and the education of the hearing impaired child. We have a professional library of journals and resource books which we have made available to individuals seeking information on various topics related to deafness. We have served as a verbal informant to questions from the public on numerous occasions."

-- "I have the feeling that this questionnaire should not have been sent to us. We do not have the facilities required to answer the questions. We are willing help if able to."

-- "You must understand the ________ School for the Deaf is going through some major revisions to improve the media department as well as all major areas of the school. We are not in the position to provide quality information, but we are aiming at greatly improving that area."

-- "Our program is very small."

-- "As a school, most of our inquiries come from parents or usual education and clinic contacts. We actually receive very few inquiries from other sources. Most pertain to the educational opportunities available to deaf children, rather than overall deafness."

-- "We have a very small minority of deaf children in our city school district--resource room for the hearing impaired mainstreaming. However, we would like to become an integral part of the information center program when it becomes a reality."

-- We have services for the deaf--the second Sunday of every month at 7:00 p.m. about 10-15 attend from our area. The service is open to all."

-- "We do not have computerized data base. I believe we would be more dependent upon Gallaudet for information on deafness (as well as NAD)."

-- "Brochures enclosed."

-- "I felt inadequate to answer these questions but did my best. Our pastor is new and unfamiliar with this area of deafness, but we are willing to help out any way we can, and if we can. Our media center should be getting information from you, and could use any sources you may have available for us."

-- "Our service to deaf people is limited to interpreting morning worship services and a training (weekly) class for people learning the sign language." -- "As a religious organization we do not have any available materials, but would be very willing to disseminate information from Gallaudet to our members and those who made inquiries."

-- "Responses to #15--we would be willing but lack equipment etc.--cannot consider purchase of same because we must concentrate on our main objective-pastoral ministry. No funds available. We do all we can to assist parents with their problems but this is merely an added service."

-- "The purpose of this society is continuing education of otorhinolaryngologists. We hold annual and section meetings for the specialists. I do not know of a real way we can cooperate.

-- "Most of our requests are related to state agency operations, staffing funding, etc. We refer most requests for categorical information to you, CEC, ASHS, etc."

-- "This is a camping and recreation service area. The ____________ society...also deals with six other centers and all deal in some way with hearing and speech disorders some exclusively as hearing and speech centers."

-- "____________has no permanent facilities."

-- "We do not have a coordinator, therefore the answers I have marked are to the best of my knowledge; our deaf program is reduced to two classes and there is a question as to whether we will continue with two classes or incorporate the children into other larger programs elsewhere. I am sorry I cannot help you further."

-- "I like the idea of an Information Center very much. I would use it I'm sure but my program is small and I doubt if I could be of much assistance to you. What I have I'd be glad to share."

-- "Your idea sounds fine but you have to remember that Gallaudet has a lot more to offer organizations like ours than we have to offer in return except for some very basic local information."

-- "We are simply volunteer interpreters who work with about 40 elderly (mostly) deaf. Our basic function is to interpret all phases of our church's activities. However, we also try to meet their physical needs such as transportation and interpreting in any needed situation i.e. hospital, attorney, doctor, etc. We know almost all the deaf in our particular area and ours is a very personalized, friend-to-friend sort of thing (not necessarily restricted to our church). I don't feel I have answered your questions adequately but perhaps we don't exactly fit into the category of your inquiry."

-- "Often times, we find parents and consumers reluctant to use a 'national' base on point of references. They tend to be intimidated by that level. Thus, we could serve as a funnel for that national information."

-- "Being on the west coast, we could work with you."

-- "We rely heavily upon our state coordinators."

-- "As our residents are all developmentally disabled (usually in profound range), your questions do not really apply to us. We do work with parents of deaf residents and we do train staff in total communications."

-- "My work with deaf is not organizational--but a ministry to deaf in our area. Most of whom are low verbal. My church is in a small rural community. At present, there are only three deaf enrolled with two interpreters. We have Sunday School Class (deaf) workshop. Hope this gives you a picture of our work, small but very rewarding."

-- "Our Interpreting Service in takes care of most of the needs of the deaf."

-- "I do not mean to minimize ourselves but we are a small group in our church and feel we have nothing to offer to you. I have interpreted in the past daily as few interpreters were available (as a volunteer) but now we have more interpreters available and I can devote more time to my tennagers. I still interpret. Thank you for sending the inquiry to us. Please forgive me for not sending it back. It got lost in the shuffle of papers on my desk. I was going through a stack of papers and material last week and noticed the date you wanted it returned and saw it was past due. I almost discarded it. Then your card came reminding me of your need. Again, please forgive me."

-- "In-patient or residential treatment programs for deaf emotionally disturbed adolescents."

-- "We are a very small organization. We are strictly church-related. We have six deaf adults who are active members of our church. We have a deaf Sunday School Class and a deaf church training class on Sunday nights. We have interpreters for all church worship services also. We don't receive many inquiries from organizations other than church-related groups. We have occasional workshops and presently have two sign language classes--one for children and one for adults. We plan fellowships (social activities) at least once a quarter."

-- "The audiology department is relatively new and currently expanding. The Gallaudet information center would undoubtedly be an excellent resource service for us, as we are always in need of new information to provide to the public and profesionals we work with."

-- "We have only minimal contact with the hearing impaired, so your service would have only limited use for us."

-- "We do not have sufficient time or staff to commit in some of the above areas. Also feel that CEC might be a more appropriate Information Center."

-- "Would refer inquiries to the state school."

-- "Requests for information to our agency on hearing impairment, deafness or related topics are extremely rare. However, as part of our overall comprehensive referral and information service we would be happy to refer such inquiries to Gallaudet's Information Center."

-- "I look forward to hearing more about your new Center. I am enclosing some basic information about our program, for your files. I have a pretty good collection of information on deafness. My primary interests are rehabilitation, vocational information, interpreting, and mental health."

-- "Our Center does have some hearing impaired and/or deaf students (age 16 and up) for which therapy and/or related services are provided to aid in the total vocational rehabilitation program."

-- "I will be leaving the University after the current semester and it is doubtful that the program in education of the hearing impaired will be continued."

-- "The university also has a department of speech and hearing which provides services to the community. We also have an office which teaches ASL and has an interpreter training program, as well as a linguistic study of sign language."

-- "As I'm sure you'll find with many similar training facilities, our I&R component does not have a separate support base but is rather a shared function of the fifteen or so professional staff members who are working on various grant and college supported programs. The development of the attached directions has served in some cases to reduce the number of inquiries received by the Center and in other cases has given us increased visibility as an (informal) I&R resource."

-- "We would like to work any way possible with Gallaudet's Information Center. All of our contacts with the hearing impaired or deaf community is through church. Such as sickness, funerals, weddings, etc. If various needs are brought to us other than church-related, referral is made."

-- "We only have three deaf and our work is mainly with work connected with church services. Our two deaf men have jobs and the lady is 82 years young; one of the men is near retirement age. The other man, age 35, has a good job and doing nicely. So you can see why our work is small as to looking after their personal needs or help if it is needed and our religious services for them."

-- "The ___________ Center is a multiple senior center, a non-profit organization. We have a program for deaf seniors incorporated in our services. So we serve deaf elderly."

-- "All the children in our program are mainstreamed into regular classrooms with hearing students. None of the students in the district have severe or profound hearing losses--each child is tutored daily in the academic subjects which he is having difficulty in--at this time, all profoundly deaf students (2) have been enrolled in the State School for the Deaf."

-- "We do not list ourselves as a hearing clinic. We have no audiologist on our staff. Audiometry testing is done only as a part of a routine oral-peripheral exam."

-- "We recently received the first TeleCaption line 21 decoder in the area and are loaning it out to deaf perons. This has generated a great many requests for information from both hearing and hearing impaired persons."

-- "Our population consists of patient residents at ____________--all inquiries made by other services are usually directed to speech and hearing when they involve the hearing impaired."

- "This negative response is in no way a comment on the program at Gallaudet. We closed our clinic two years ago."
- "Regret that I cannot be more reliant to your inquiries--we do have children with impaired hearing, but more with other involvement than with deafness."
- "The majority of requests for information concerning the hearing impaired are in the form of questionnaires. Individuals seeking admittance are primarily involved with the handicap of mental retardation. Those residents who are hearing impaired have a full compliment of physicians, consultants, and therapists to diagnose the impairment and we have numerous resources on securing appliances."
- "We are a very small hearing impaired program which would probably use the resource center more than contribute to it. Our major contributions to your center would be practical suggestions on small populations of hearing impaired services and programs."
- "What we have to offer the information center would not be out of the ordinary and in actuality is quite limited."

-- "Our program is for hard of hearing children serviced in a public school. Most of the above questions are not applicable to us, but I would like to receive information from your center, once established."

-- "Our population of hearing impaired students has been severely reduced since the implementations of PL 94-142 and the mainstreaming concept. We do not anticipate ever serving more than six or seven students at one time."

-- "Our unit serves approximately 30 students and their families. The area is rural."

-- "A cooperative is made of five small school districts. We serve deaf children and children with severe hearing impairments. Currently we are not able to group these children in any way and must rely on consultants for the hearing impaired to guide and monitor our efforts at educating these children."

-- "Information in brochure and other printed form is limited in supply and changes with the project as it develops so would be necessary to refer all of requests for information sent directly to this office."

-- "Our materials, are from our church headquarters."

-- "Our deaf ministry has been greatly reduced this past year due to families moving away to other cities. The deaf population in this area was quite small anyway. Am not sure how much longer we will have a ministry as right now we only have one man attending, and he has not been present for the past month. Prospects of new members appears limited."

-- "The apostolate for the deaf is basically one person--me. However, I live and work at the school for the deaf and have access to a lot of information here. I do not have a computerized data base, so I had to leave the question blank. I do have some information concerning deaf resource in these area mailing list of a thousand households."

-- "Daily I have questions from hearing and hearing impaired students that are often times very specific. A well-planned information center with a solid bank of information would be a "God-send" for us."

-- "We are always eager for new materials to use and feel that public awareness and information is a key to acceptance for hearing impaired individuals."

-- "Any assistance you could provide us will be appreciated--please keep in touch and good luck."

-- "Thanks for all the information you have supplied."

-- "It will be most helpful to have a source of information and materials which is up to date and to which parents can be referred as well as professionals. Educational information, as long as it is not slanted, would also be very welcome."

-- "Gallaudet's Information Center will be most welcome."

-- "The planned information center is a very positive move and we would welcome it and cooperate with it."

-- "We would greatly appreciate any information you could supply us with and would certainly be willing to reciprocate."

-- "Our school library has a nice collection of materials for loan-out and more from your center may be helpful."

-- "Although I can't speak for the agency, I'm sure we'd be willing to continue our role in information and referral in any way we can."

"I'm happy to see Gallaudet let us have such a center. I hope we can cooperate with you. Thank you."

-- "I like the idea of this center to take up a new role and be responsible for it."

-- "A real need finally realized."

-- "I would be willing to assist in any way possible. Information on hearing disorders and rehabilitation has increasingly been printed for public consumption by hearing aid manufacturer's. I feel it would be in the public interest if various brochures on services/disorders/hearing aids, and rehabilitation needs could be published by an organization such as Gallaudet. Thank you for the opportunity to respond."

-- "I am willing to collaborate with Gallaudet, but cannot fulfill any of its needs (under #15, ways of collaborating). We don't have brochures, data base, etc. Sorry. Please keep me informed."

-- "In these areas, I don't feel we would be qualified to provide anything Gallaudet didn't already have. We started 12 years ago with a deaf daughter and two of her deaf friends. As a parent of a deaf child and as a minister, I am determined to start a movement in our churches."

-- "We will gladly cooperate with Gallaudet but most of our materials are prepared for local contribution and may not be of the quality for wide contribution. Thanks for giving us the opportunity to participate."

-- "I am attaching a brochure describing our program."

-- "We have a TTY which has never been connected because we no longer have any deaf students."

-- "Because I have just taken this position, I have had to answer a number of items with a rather vague appreciation for past activities here. It is one of my goals to improve and to build the public information and outreach aspects of the program. At this time, we have no formalized information program and hope to change that rapidly. Obviously, I have received and read the information on Gallaudet with some interest."

-- "Our program's clientele are geriatric in long-term care facilities. Therefore, it isn't likely we'll need information from your center."

-- "We are a preschool speech and hearing center that provides diagnosis, treatment and parent counseling. We have had contact with hearing impaired preschoolers and adolescents. However in most instances these children are enrolled in the school for the deaf in this area unless parents object. We then continue with therapy, counsel the family and attempt to fund appropriate placement for these children."

-- "We obtain most information and services for deaf/hard-of-hearing population from_______."

-- "We wish to be informed of all services and information available to hearing impaired citizens in our area even though in actual numbers we see probably no more than four or five at one time."

-- "As a Speech/Language Pathologist, we do diagnostic work with clients pre-school through adult. Our primary concern is that students with language/ learning differences who also have hearing loss are not identified or appropriately educated in programs for the hard of hearing in our school systems."

-- "We have only a limited amount of materials that are prepared specifically for the hearing impaired. We would be happy to share what we have, but in reality would probably benefit more by what you could provide us."

-- "I do not remember receiving this questionnaire for the larger organization."

-- "As I said, we run a Home Level IV for the elderly deaf. They are 65-90 who come here, we are licensed for 30 beds. We have 11 people living here now."

-- "I am president of the _________--I also am working as a coordinator of Mental Health Services to the Deaf. My position in this office helps __________.

-- "Our program is a university training program. We provide diagnostic and rehabilitative services for the hearing impaired. We provide speech therapy for children in the primary deaf education classroom. On campus, I teach a sign language course for parents and students. We are the only professional contact for parents in small rural areas. Any information you can provide is appreciated. I have already shared your materials on college availability and education with a sixteen-year old who is getting ready to make some vocational choices."

-- "Our center is a state operated residential facility for the developmentally disabled. We are located in a rural community. The few questions were received concerning hearing impairments, if unanswered by us, are referred to state agenices or the county mental health clinic, depending on the nature of the questions. Hearing impaired individuals of the community are referred to nearby hearing clinics for services."

-- "We try our best but often come up short and will welcome this service--we are endeavoring to serve our people with what they ask for that is within our means to provide."

-- "We regret we have no written material specifically related to deafness. We rely on the special education training and practical experience of staff members for help in working with the specific problems of deaf clients and trainees. We would certainly like to take advantage of your information center, but are sorry we could only provide in return material on the types of services offered to handicapped (in general)."

"I am presently working towards setting up a community service center for the hearing impaired. I have already set up one senior citizens center with over 100 members, 2 young peoples deaf service leagues. Just starting three alcoholics anonymous deaf group (over one year now).

-- "I would be willing to do this, but I'm not sure the administration will allow it. The amount of computer time allotted to us does not permit us to do as much as we would like, hence, the restriction in this category. This will change in two years."

-- "Our church provides building facilities for a congregation to serve deaf with workshop services once a month."

-- "We deal with a very small population of hearing impaired clients."

-- "Our center has very little to contribute to your information center because we deal solely with mentally retarded individuals. We get no inquiries from the public regarding deafness."

-- "Our participation would be very limited as far as what we could provide Gallaudet with as our program employes only one teacher to service all hearing-impaired students in the city."

-- "At the present time, ________________ does not have the staff nor the facilities needed for dealing with the deaf population. We offer programs directed to evaluation and preparation of disabled/ handicapped clients for employment. Additionally services include supportive services such as social services and medical services. However if we add this service, hopefully we can collaborate with your organization. I regret that we could not be of assistance to you, but appreciate your interest in our facility."

-- "We are a small group trying to serve the Lord by helping the deaf. We are open to suggestions. When a question comes up that we cannot answer, we refer the person to any agency that can help."

-- "Program is primarily involved in speech and language. Minimal service to hearing impaired."

-- "We definitely need such a center and resource for information based upon the number and type of requests we receive--many from congressional representatives. The RSA Office of Handicapped Information is not operational at the regional level. This is badly needed on a more broad scale than just the Vocational Rehabilitation Program--information on a DHEW, Labor, etc. basis."

-- "Since we see only veterans, we do not deal extensively with the general public. However, we would be glad to cooperate and provide any information concerning the V.A."

-- "I deal mainly with individuals who have speech problems. If there is a hearing loss of any magnitude, they are referred to the State School for the Deaf."

-- "Agency brochure attached is self explanatory."

-- "Our church has a very small program and deaf congregation, so we probably couldn't be of much help to you, but I think we could use your services on providing information."

-- "At present, the church has no deaf in attendance. Therefore, our contact with the deaf has been restricted. We are a willing ministry with little or no activity."

-- "We could desperately use information. Our church is the only full-time facility serving our community on deafness with qualified personnel. There are about 250 deaf in our county area. People are looking to us for concrete answers, statistics, etc. We've just begun to break barriers between the deaf and hearing, but we need more professionalism! We will be waiting to hear how you can help us!"

-- "We minister to one deaf senior lady--we are located in a small (500 people) town--this should explain our inability to respond more enthusiastically, although your center sounds very exciting! I hope to be able to be in contact with you more effectively in the future perhaps."

Comments About Questionnaire

-- "I am refreshed by the literacy of this form."

-- "Before responding to questions 14 and 15 it would be helpful to have more specific information re the operation and resources of Gallaudet's Information Center."

-- "Excellent questionnaire."

-- "A few questions were unclear. Many questions couldn't be answered with choices provided--possibly a continuum would have been appropriate. I can understand the difficulties in preparing such a questionnaire."

From Respondent Requests for Information Now

-- "I would be especially interested in quality AV materials (relating to deafness in general, impact of deafness on an individual and family, perhaps something produced by deaf persons concerning 'living with deafness etc.' that could be borrowed at a reasonable fee for workshop and educational purposes. I have yet to find a good resource in the country. P.S.--What's available through Gallaudet now? Would appreciate information."

-- "Any catalogs?"

-- "I would like to receive an updated packet of general information on deafness, parent awareness, (and parent education), mental health services for deaf, etc."

-- "Send me a list of brochures available. The two enclosed in this questionnaire are good. I never saw them before."

Comments Regarding Timing on Response to the Questionnaire

-- "Sorry for not returning--semester break."

-- "Sorry this was overlooked earlier."

-- "Was not received until 2/26/80."

-- "This was received in our office many weeks after the deadline date."

-- "I am sorry to be late in responding. In the future if you will send your inquiries directly to me, I will be more prompt. Thank you for letting me know about the Information Center. Please keep me informed."

-- "Sorry for late return--the hearing church that you sent held the mail."

-- "Sorry to return late. Hope you can still use the information."

Comments About Where the Center Should Be

-- "I think it is a good idea, but not necessary to this facility."

Comments Related to Collaboration, Networking, and/or Avoiding Duplication

-- "What about Volta library. Do you plan to join forces?"

-- "This is something we have needed for a long time. However it might be wise to be sure Gallaudet doesn't step on NAD's toes and concentrates on working closely with this and other national organizations."

-- "I am concerned about duplication of services. I would like to talk with you regarding a mechanism to prevent duplication similar to an agreement this office has with ___________."

-- "Needed but should be on 'network' basis, not centered at Gallaudet only."

-- "How much money would it cost for my organization to collaborate with Gallaudet's information center? How would Gallaudet utilize computer data base?"

Miscellaneous Concepts

-- "Please let us know if you would like us to mention the Information Center in an upcoming newsletter."

-- "Sounds great! A copy of our letterhead is enclosed. Hope it will give you better feel for this ministry."

-- "Thank you for your interest!"

-- "Materials we have available are not extensive, but adequate. We can help with questionnaires or serve as a material center."

-- "Please send additional information."

-- "As I wrote the survey, it's difficult to respond to answers in some questions because we just set up an office a month ago, but we are willing to cooperate with your new center."

-- "Have no authority to give definite yes. Would have to obtain O.K. from data processing."

-- "I would like more information on the Information Center as it develops."

-- "Some of the materials developed at Gallaudet have been very useful for dissemination purposes. Especially the small brochures developed by Public Service Office under Al Pimental, when he was there."

-- "Let us know how we can be of assistance."

-- "I hope this center goes beyond a planning stage as it is needed although it may take some time before it is utilized in the many ways planned."

-- "The above responses are approximate. If you have any further questions, do not hesitate to ask."

-- "All this depends on limited resources and time that I can divert to this."

-- "We are thinking of setting up a center here also as we receive many inquiries. May contact you for help in doing so."

-- "We also use materials published by local groups serving the hearing impaired as well as information from the _____________Speech-Language-Hearing Association."

-- "One of our most common requests is for a list of teacher training programs and some information about each program. I am anxious to learn more about this project. Think it has great possibilities and would be of great service to persons like me."

-- "How will this proposed center interface with existing information/referral programs conducted by such organizations as A.G. Bell?"

-- "Get on with it!"

-- "Within six miles of our campus is the State School for the Deaf."

-- "You will be required to update the list of persons to contact since we change presidents or contact persons every two years."

-- "Also person contacted on front of form as principal of the building."

-- "Any materials from superintendent is needed. Not impossible but it takes a little longer."

-- "I would hope your information center would also have data for the hearing impaired as well."

-- "The problem I find most, is where to get answers. When I read them on materials pertaining to various things. Jobs, and how to go about finding one. Insurance, the procedures needed to obtain some etc. And then just general information about deaf and deafness and what one can do to help."

-- "If this information center is established it should be remembered that large numbers of severe profound loss children are being successfully served in oral programs."

-- "Use Bell Association Information Services."

-- "I have previously contacted the NAD office to investigate a mental health facility information center that could be included in their general information brochures--Al Pimental, I believe would be encouraged by the Gallaudet undertaking. Hopefully it will be possible to eventually create a national newsletter through the cooperative efforts of the exisitng in-patient/out-patient mental health facilities serving deaf patients. We are working on this. I have just begun a newsletter of our own. Will provide you with copies of each issue."

-- "In any way we can."

-- "#15 qualified as it depends upon time required."

-- "Your information centers' personnel should contact the Bill Rice Ranch. This questionnaire would be appropriate for them."

-- "Of the several respondent's identification of the appropriate person(s) to be contacted regarding information needs, two individuals emerged as such persons."

-- "1. Will there be a charge for information, brochures, etc." 2. Would be willing to serve as a resource for questions Gallaudet could not answer for local kinds of information only. 3. Did you contact the Registry of Interpreters for the Deaf? They receive a large numer of inquiries."

-- "It was difficult to answer these questions as most of the information we share is general and is done so by word of mouth. Some typical questions: 1. Where can a Spanish-speaking person learn sign language? 2. Is there a locked facility for deaf criminals where they can get professional counseling? 3. Where can a deaf person get emergency money and housing while waiting for S.S.I. or welfare? 4. Where can you buy insurance at reasonable rate? 5. Are there foster homes available for deaf children? I'm finding that no one has answers to these needs often."

-- "I have worked with the Kellogg School of the Future project and expect to continue that professional affiliation."

-- "Most of our inquiries concern our program in teacher education or interpreter training programs (which we don't offer). Our participation in information would be influenced by these constraints."

Appendix R

Organizations Participating in the Study

N.Y. Society for the Deaf
New York NY

National Association of Homes Aged Deaf
Columbus OH

Ephphatha Villiage, Inc.
Charlottesville VA

Columbus Colony, Inc.
Westerville OH

The California Home of Aged Deaf
Arcadia CA

Western Michigan University
Kalamazoo MI

Middletown Public Schools
Middletown CT

Kansas Vocational Rehabilitation Center
Salina KS

Indiana University School of Medicine
Indianapolis IN

Children's Hospital
New Orleans LA

Mesquite Region Day School for the Deaf
Mesquite TX

Parsons State Hospital and Training Center
Parsons KS

Iowa School for the Deaf
Council Bluffs IA

Perkins School for the Blind
Watertown MA

Tri County Special Education Program
Electric City WA

N.Y. State School for the Deaf Rome
Rome NY

Indiana School for the Deaf
Indianapolis IN

Bridgeport Hearing Impaired Program
Bridgeport CT

Texas School for the Deaf
Austin TX

Ruston State School
Ruston LA

Cooper School
Paducah KY

Governor Baxter State School for the Deaf
Portland ME

Mary Snow School
Bangor ME

Northeast Hearing and Speech Center
Portland ME

Baltimore County Department Special Education
Towson MD

Beverly School for the Deaf
Beverly MA

Learning Center for Deaf Children
Framingham MA

Horace Mann Unit
Allston MA

N. Shore Special Education Consortium
Salem MA

Copper Country Intermediate School Division
Hancock ME

Pope/Yell County Coop
Dardanelle AR

Childrens Hearing and Speech Clinic
Little Rock AK

Arkansas School for the Blind
Little Rock AK

Napa Valley Unified School District
Napa CA

Ventura Unified School District
Ventura CA

St. Josephs School for the Deaf
Orinda CA

Cedarcreek School for the Hearing Impaired
Saugus CA

John Tracy Clinic
Los Angeles CA

American School for the Deaf
West Hartford CT

Fairfield Public Schools
Fairfield CT

Sarasota County Schools
Sarasota FL

Atlanta Area School for the Deaf
Clarkston GA

Hearing Program Northeast Georgia CESA
Winterville GA

Savannah Public Schools
Savannah GA

Illinois School for the Visually Impaired
Jacksonville IL

Special Education Association of Adams County
Quincy IL

LICA/NSSES Hearing Impaired Program
Niles IL

Georgia School for the Deaf
Cave Springs GA

University of Montevallo
Montevallo AL

Childrens Center of Montgomery
Montgomery AL

Marin County Office of Education
San Rafael CA

Rehabilitation Center of East Fairfield County
Bridgeport CT

Cherokee County Schools
Canton GA

Forest Hills Elementary School
Augusta GA

Elim Christian School for Exceptional Children
Palos Heights IL

Illinois Childrens Hospital School
Chiago IL

Greater Lafayette Area Special Services
Lafayette IN

J.E.S.S.E.
Plymouth IN

Jefferson Davis Parish
Jennings LA

Webster Parish Schools
Minden LA

Maryland School for the Deaf
Frederick MD

Speech Pathology/Audiology Unit Glenn Dale Hospital
Glenn Dale MD

Dorchester County Board of Education
Cambridge MD

Kennedy Memorial Hospital for Children
Brighton MA

Saginaw Board of Education
Saginaw MI

Michigan School for the Deaf
Flint MI

St. Joseph Institute for the Deaf
St. Louis MO

North County Educational Service
Gorham NH

Millburn School for the Hearing Handicapped
Millburn JH

Keyport Public Schools
Keyport NH

St. Francis De Sales School for the Deaf
Brooklyn NY

Mill Neck Manor Lutheran School
Mill Neck NY

Eastern North Carolina School for the Deaf
Wilson NC

North Carolina School for the Deaf
Morganton NC

St. Mary of Providence Center
Elverson PA

Willis & Eliz Martin School
Philadelphia PA

Arin Intermediate Unit #28
Shelocta PA

Elwyn Institute
Elwyn PA

Beachwood Board of Education
Beachwood OH

Springfield City Schools
Springfield OH

Lorain City Program for the Hearing Impaired
Lorain OH

Rhode Island Hospital Hearing and Speech Center
Providence RI

Harrison Chilhowee Baptist Academy
Seymour TN

Department of Communicative Disorders East Tennessee State University
Johnson City TN

University of Tennessee, South Stadium Annex
Knoxville TN

Waxahachie Regional School for the Deaf
Waxahachie TX

Abilene Regional Day School for the Deaf
Abilene TX

Loudoun County Public Schools
Sterling VA

Charlottesville Public Schools
Charlottesville VA

Waukesha County
Waukesha WI

Eastern North Carolina School for the Deaf
Wilson NC

North Carolina School for the Deaf
Morganton NC

St. Mary of Providence Center
Elverson PA

Willis & Eliz Martin School
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Providence RI

Harrison Chilhowee Baptist Academy
Seymour TN

Department of Communicative Disorders East Tennessee State University
Johnson City TN

University of Tennessee, South Stadium Annex
Knoxville TN

Waxahachie Regional School for the Deaf
Waxahachie TX

Abilene Regional Day School for the Deaf
Abilene TX

Loudoun County Public Schools
Sterling VA

Charlottesville Public Schools
Charlottesville VA

Waukesha County
Waukesha WI

Phoenix Day School for the Deaf
Phoenix AZ

Whitney M. Young High School
Chicago IL

Logansport Joint Special Education
Logansport IN

Area Education Agency #6
Marshalltown IA

Green Valley Area Education Agency #14
Creston IA

River Valley School
Rock Valley IA

Kansas School for the Deaf
Olathe KS

Kentucky School for the Deaf
Danville KY

Lexington Deaf Oral School
Lexington KY

Austin State School
Austin TX

Burleson-Milam Special Services Cooperative
Rockdale TX

Bryan Independent School District
Bryan TX

Dallas Regional Day School for the Deaf
Dallas TX

McAllen Regional School for the Deaf
McAllen TX

Houston School for Deaf Children
Houston TX

Gonzales County Cooperative
Gonzales TX

Green Bay Public Schools
Green Bay WI

Virginia School for the Deaf/Blind
Saunton VA

Charleston County School District
N. Charleston SC

Pennsylvania School for the Deaf
Philadelphia PA

Central North Carolina School for the Deaf
Greensboro NC

Rochester School for the Deaf
Rochester NY

Suffolk Developmental Center
Melville NY

Nebraska School for the Deaf
Omaha NE

Four County Program for the Hearing Impaired
Wauseon OH

Summit Speech School
Summit NJ

Lake Drive School for Hearing Impaired Children
Mountain Lake NJ

Toledo Public Schools
Toledo OH

Palm Beach County Schools
West Palm Beach FL

Pinellas County Schools
St. Petersburg FL

California School for the Deaf
Riverside CA

Monterey City Office of Education
Salinas CA

Santa Clara Unified School District
Santa Clara CA

Tuolumne County Schools
Sonora CA

The Davison School, Inc.
Atlanta GA

Sultan Easter Seal School
Honolulu HI

Jamieson School
Chicago IL

Unified School District #431
Hoisington KS

Hammond State School
Hammond LA

Northeast Louisiana University Speech and Hearing Clinic
Monroe LA

Washtenaw Intermediate School District
Ann Arbor MI

Jackson Public Schools
Jackson MS

Albuquerque Public Schools, North Area
Albuquerque NM

Binghamton City School District
Binghamton NY

Lexington School for the Deaf
Jackson Heights NY

Hebrew Institute for the Deaf
Brooklyn NY

St. Joseph School for the Deaf
Bronx NY

Saratoga Warren B.O.C.E.S.
Saratoga Springs NY

Tucker Maxon Oral School
Portland OR

Oregon State School for the Deaf
Salem OR

Conroe Independent School District
Conroe TX

Comal Independent School District
New Braunfels TX

Houston Regional Day Program for the Deaf
Houston TX

Wichita Falls Regional Day Program
Wichita Falls TX

Monongalia County Special Education Department
Morgantown WV

Wyoming School for the Deaf
Casper WY

Mesa Public Schools
Mesa AZ

Monache High School
Porterville CA

Waco Regional Day School for the Deaf
Waco TX

Denton Regional Day School for the Deaf
Denton TX

Arkansas School for the Deaf
Little Rock AR

Monroe City Public Schools
Monroe NC

Spartanburg County Hearing Handicapped Program
Spartanburg SC

Ft. Worth Regional Program for the Deaf
Ft. Worth TX

Sunshine Cottage School for Deaf Children
San Antonio TX

Hereford Independent School District
Hereford TX

Vermont Achievement Center
Rutland VT

Austine School for the Deaf
Brattleboro VT

Wilcoe Education Center
Wilcoe WV

La Crosse Area Day Program
La Crosse WI

D.C. Public Schools Division of Special Education
Washington DC

Chesapeake Public Schools
Chesapeake VA

Nebo School District
Spanish Fork UT

Lubbock Regional Program for the Deaf
Lubbock TX

Victoria Regional Day School for the Deaf
Victoria TX

Falls County Special Education Cooperative
Marlin TX

Del Valle Independent School District
Del Valle TX

North Harris County Cooperative for the Deaf
Houston TX

Fayetteville City Schools
Fayetteville NC

Onondaga/Madison BOCES Deaf Program
Camillus NY

The Archway School
Atco NJ

Mary E. Bennett School for the Deaf
Los Angeles CA

Spokane Public Schools
Spokane WA

Santa Cruz County Office of Education
Soquel CA

Carroll County Board of Education
Westminster MD

Northshore School District, 471
Bothell WA

Utah School for the Deaf and Blind
Ogden UT

Orange County Public Schools
Orlando FL

N.Y. Institute for Education of the Blind
Bronx NY

Bergan County Program for the Deaf
New Milford NJ

Thayer Lindsley Parent Centered Nursery
Boston MA

Speech and Hearing Center
Shreveport LA

A.G. Bell Elementary School
Chicago IL

Clarke School for the Deaf
Northampton MA

Illinois School for the Deaf
Jacksonville IL

Boystown
Omaha NE

Louisiana State School for the Deaf
Baton Rouge LA

Lakemary Center, Inc.
Paola KS

Dodge City Unified School District, 443
Dodge City KS

Brevard County Exceptional Education
Merritt Island FL

Beaumont Regional Day School for the Deaf
Beaumont TX

North Dakota School for the Deaf
Devils Lake ND

Lamesa-Spring Valley School District
La Mesa CA

Santa Rosa City School District
Santa Rosa CA

California School for the Deaf
Berkeley CA

San Juan Unified School District
Carmichael CA

Mt. Diablo Unified School District
Concord CA

Catholic Deaf Center
New Orleans LA

Michigan School for the Blind
Lansing MI

Magnolia Speech School for the Deaf
Jackson MS

Hawaii School for the Deaf & Blind
Honolulu HI

Texarkana Regional Day School for the Deaf
Nash TX

Glenwood State Hospital
Glenwood IA

Oklahoma School for the Deaf
Sulpher OK

Shawnee Mission Public School
Overland Park KS

St. Rita School for the Deaf
Cincinnati OH

Terrebonne Parish Schools
Houma LA

Lakeview Public Schools
St. Clair Shores MI

Duxbury Program for Hearing Impaired Children
Duxbury MA

Cameron Parish Schools
Cameron LA

Warren Consolidated Schools
Warren MI

Padua House
Belle Chase LA

Minnesota School Administrator
Faribault MN

Meridian Public Schools
Meridian MS

Missouri School for the Deaf
Fulton MO

Omaha Hearing School for Children, Inc.
Omaha NE

Manchester Regional Program for the Hearing Impaired
Manchester NH

Marie H. Katzenbach School for the Deaf
West Trenton NJ

The Midland School
North Branch NJ

Paterson Board of Education
Paterson NJ

Passaic County Technical Vocational High School
Wayne NJ

New Mexico School for the Deaf
Santa Fe NM

Broome County BOCES
Binghamton NY

Center for Multiply Handicapped Children
New York NY

Cleary School for the Deaf
Ronkonkoma NY

Rome State School
Rome NY

Henderson County Schools
Hendersonville NC

Warren County School Hearing Impaired Program
Warrenton NC

Winston-Salem/Forsyth County School
Winston-Salem NC

Cincinnati Public School Hearing Impaired Program
Cincinnati OH

Cuyahoga County Board-Mental Retardation
Cleveland OH

Appalachia Intermediate Unit 8
Ebensburg PA

Florence County Hard of Hearing Program
Lake City SC

University of South Carolina
Columbia SC

South Dakota School for the Deaf
Sioux Falls SD

Lufkin State School
Lufkin TX

Bruce State School for the Deaf
Newark NJ

Mississippi School for the Deaf
Jackson MS

D.F. Huddle Elementary School
Alexandria LA

Avoyelles Parish Schools
Marksville LA

Grant Parish Schools
Colfax LA

Louisville Deaf Oral School
Louisville KY

Indianapolis Public Schools
Indianapolis IN

Hale School
Chicago IL

Blair School (TENCO)
East Alton IL

Ramsay Training School
Nampa ID

Madera County Department of Special Education
Madera CA

Lincrest Aurally Handicapped Program
Yuba City CA

Sacramento City Schools
Sacramento CA

Centralia School District
Buena Park CA

El Centro Elementary School District
El Centro CA

Alabama School for the Deaf
Talladega AL

Birmingham Public Schools
Birmingham AL

Arizona Training Program at Coolidge
Coolidge AZ

Lutheran School for the Deaf
Detroit MI

Kalamazoo Program for the Hearing Impaired
Kalamazoo MI

Sears Elementary School-Special Services/Deaf
Kenai AL

Arkansas Children's Colony
Conway AR

Marlton School for the Deaf
Los Angeles CA

Omaha Public Schools
Omaha NE

Alexander Graham Bell School
Columbus OH

Livingston Public Schools
Livingston NJ

Wisconsin School for the Deaf
Delavan WI

San Jose City Unified School District
San Jose CA

Boston School for the Deaf
Randolph MA

Fayette Central School
Connersville IN

Seguin Independent School District
Seguin TX

Richardson Regional Day School for the Deaf
Richardson TX

South Carolina School for the Deaf
Spartanburg SC

New York School for the Deaf
White Plains NY

Ingham Intermediate School District
Mason MI

Dickinson-Iron Independent School District
Norway MI

Margaret Sterck School for the Hearing Impaired
Newark DE

De Paul Institute
Pittsburgh PA

Moore Public Schools
Moore OK

Washington State School for the Deaf
Vancouver WA

New Hanover County Schools
Wilmington NC

Demonstration Home Program
Rochester NY

Good Samaritan Hospital/Medical Center
Portland OR

Quachita Parish Schools
Monroe LA

Athens Elementary School
Athens AL

Fairbanks North Star Borough School District
Fairbanks AL

Cumberland County Schools
Fayetteville NC

Nightingale School, Orcutt Union School District
Santa Maria CA

South Oregon Regional Facility for Education of the Deaf
Medford OR

Alexander Graham Bell School
Cleveland OH

Orange Grove Center, Inc.
Chattanooga TN

Ottawa Area Intermediate School District
Holland MI

Jefferson Parish Schools
Gretna LA

Crotched Mountain Rehabilitation Center
Greenfield NH

University of Southern Mississippi
Hattiesburg MS

University of Nebraska Speech and Hearing Clinic
Lincoln NE

Butler County Easter Seal Society
Butler PA

University of Texas Speech and Hearing Institute
Houston TX

Washington Hearing and Speech Society
Washington DC

Greene Valley Developmental Center
Greenville TN

Pine Tree Society for Crippled Children/Adults
Bath ME

Pinecrest State School
Pineville LA

Community Speech and Hearing Center
Enid OK

Leo Kanner Speech and Hearing Center
Owings Mills MD

Connecticut Association for the Deaf
Stafford Springs CT

Minnesota Association of Deaf Citizens
Cottage Grove MN

Camp Kirby
Upper Black Eddy PA

North Dakota Association for the Deaf
Minot ND

Ohio Association of the Deaf, Inc.
Akron OH

Louisiana Association of the Deaf
Baton Rouge LA

Holy Cross Lutheran Church of the Deaf
Columbus OH

St. Peter Church
Portland OR

Greece Assembly of God for the Deaf
Rochester NY

First Baptist Church
Sanford NC

General County Assembly, Ministry to the Deaf
Springfield MO

Our Savior Lutheran Church & School for the Deaf
Detroit MI

Pilgrim Deaf Lutheran Church
Kansas City MO

Lutheran Mission to the Deaf
Jackson MS

Lutheran Church/Missouri Synod
St. Louis MO

First Baptist Church
Meridian MS

Christ United Methodist Church for the Deaf
Balitmore MD

Catholic Deaf Center
Lafayette LA

Fourth Avenue Baptist Church of the Deaf
Louisville KY

First Assembly of God
Evansville IN

Indianapolis Baptist Temple
Indianapolis IN

St. Mary's Church
Indianapolis IN

Ephphatha Lutheran Church of the Deaf
Chicago IL

St. Andrew Baptist Church
Panama City FL

Teachers College Columbia University
New York NY

San Francisco State University-Special Education Department
San Francisco CA

University of Arkansas-College of Education
Fayetteville AR

California State University-Special Education Department
Los Angeles CA

New York University, Communication Arts
New York NY

Smith College/Clarke School for the Deaf
Northampton MA

University of Utah Graduate School-Department of Special Education
Salt Lake City UT

George Peabody College, Vanderbilt University
Nashville TN

University of Southern Florida
Tampa FL

California State University, Los Angeles
Los Angeles CA

Trenton State College
Trenton NJ

Boston University School of Education
Boston MA

Ball State University-Department of Special Education
Muncie IN

Louisiana State University
Baton Rouge LA

Fontbonne College-Deaf Education Department
St. Louis MO

University of Nebraska at Omaha
Omaha NE

Kent State University
Kent OH

University of Pittsburgh
Pittsburgh PA

Pennsylvania State University
University Park PA

Augustana College
Sioux Falls SD

University of North Carolina
Chapel Hill NC

Converse College-Department of Education
Spartanburg SC

University of Washington
Seattle WA

Temple University
Philadelphia PA

Illinois State University
Normal IL

Texas Women's University
Denton TX

University of Tennessee
Knoxville TN

University of Arizona-College of Education
Tucson AZ

California State University/Cedar-Shaw
Fresno CA

University of Illinois/Urbana
Champaign IL

Bloomsburg State College
Bloomsburg PA

Lamar University
Beaumont TX

Southern Methodist University
Dallas TX

University of North Carolina/Greensboro
Greensboro NC

University of North Florida
Jacksonville FL

Eastern Michigan University-Department of Special Education
Ypsilanti MI

University of Cincinnati-Special Education Department
Cincinnati OH

State University College/Geneseo
Geneseo NY

Trinity University
San Antonio TX

Lewis and Clark College
Portland OR

Flagler College-Department of Education
St. Augustine FL

University of Wisconsin/Milwaukee
Milwaukee WI

University of Virginia-Speech Pathology and Audiology Department
Charlottesville VA

Portland State University School of Education
Portland OH

Minot State College
Minto ND

Canisius College
Buffalo NY

University of Kansas Medical Center
Kansas City KS

Macmurray College-Special Education Department
Jacksonville IL

University of Montevallo
Montevallo AL

University of Northern Colorado
Greeley CO

Cincinnati Bible College
Cincinnati OH

Ventura College
Ventura CA

Central Bible College
Springfield MO

St. Paul Technical Vocational Institute
St. Paul MN

Tampa Technical Institute
Tampa FL

Northwestern Connecticut Community College
Winsted CT

Community College of Denver
Westminster CO

College of the Sequoias
Visalia CA

Pasadena City College
Pasadena CA

Golden West College
Huntington Beach CA

Roosevelt Center for Disabled Students
Cypress CA

Spokanne Falls Community College
Spokane WA

Northern Illinois University
Dekalb IL

College of Southern Idaho
Twin Falls ID

American River College
Sacramento CA

El Camino College
Via Torrance CA

Central Piedmont Community College
Charlotte NC

Community College of Philadelphia
Philadelphia PA

William Rainey Harper College
Palatine IL

E.H. Gentsy Technical Facility
Talladega AL

Lee College
Baytown TX

St. Louis Community College/Florissan
St. Louis MO

University of Maryland School of Social Work and Communication
Baltimore MD

Eastfield College/Dallas Community College
Mesquite TX

Utah State University
Logan UT

Los Angeles Trade-Technical College
Los Angeles CA

State Technical Institute and Rehabilitation Center
Plainwell ME

Portland Community College
Portland OR

St. Petersburg Jr. College/Clearwater
Clearwater FL

Maricopa Technical Community College
Phoenix AZ

Iowa Western Community College
Council Bluffs IA

Delgado College
New Orleans LA

Metropolitan Technical Community College
Omaha NE

Waubonsee Community College
Sugar Grove IL

Lenoir-Rhyne College
Hickory NC

Chemeketa Community College
Salem OR

Long Beach City College
Long Beach CA

Chattanooga State Technical Community College
Chattanooga TN

Columbus Technical Institute
Columbus OH

Riverside City College
Riverside CA

San Antonio College
San Antonio TX

Jefferson State Vocational Technical School
Louisville KY

New Hampshire Vocational Technical College
Claremont

Gardner-Webb College
Boiling Springs NC

Johnson County Community College
Overland Park KS

North Central Technical Institute
Wausau WI

Texas State Technical Institute
Waco TX

East Central State University
Ada OK

East Carolina University
Greenville NC

National Technical Institute for the Deaf
Rochester NY

Christ For Nations Institute
Dallas TX

Deaf Missions
Council Bluffs IA

Clinton Hospital
Clinton MA

Pennyroyal Mental Health-Retardation Center
Hopkinsville KY

Cilldrens Hospital Medical Center
Boston MA

Beth Israel Medical Center
New York NY

Providence Speech and Hearing Center
Orange CA

Central Washington University
Ellensburg WA

White Memorial Medical Center
Los Angeles CA

Sunrise Language, Speech and Education Center
Citrus Heights CA

Naval Reg. Medical Center
San Diego CA

Fitzsimons Army Medical Center
Aurora CO

Ralph K. Davies Medical Center
San Francisco CA

University of Iowa Speech and Hearing Clinic
Iowa City IA

New Orleans Speech and Hearing Center
New Orleans LA

Speech and Hearing Clinic
Dalton GA

Veterans Administration Hospital
Topeka KS

Kent Community Hospital
Grand Rapids MI

Mercy College, Speech and Hearing Center
Dobbs Ferry NY

City Hospital Center at Elmburst
Elmburst NY

D. Siegel Institute for Communication Disorders
Chicago IL

Easter Seal Society for Crippled Children
Martinsville VA

Southeast Ohio Hearing and Speech Center, Inc.
Nelsonville OH

Berkeley Audiology Services
Berkeley CA

Louisiana State University
Baton Rouge LA

New Castle County Health Unit
Wilmington DE

Chicago Association for Retarded Citizens
Chicago IL

Temple University Health Science Center
Philadelphia PA

Polk Center
Polk PA

Western Pennsylvania Hospital
Pittsburgh PA

Slippery Rock State College
Slippery Rock PA

Moss Rehabilitation Hospital
Philadelphia PA

The Toledo Hospital
Toledo OH

Geauga Community Hospital
Chardon OH

Scioto Memorial Hospital
Portsmouth OH

Rochester Institute of Technology
Rochester NY

Somerset Hospital
Somerville NJ

Detroit Hearing and Speech Center, Inc.
Detroit MI

Lahey Clinic Foundation
Boston MA

Maryland Rehabilitation Center
Baltimore MD

Veteran Administration Hospital
Wilmington DE

State University of New York
Geneseo NY

Marquette University College
Milwaukee WI

Craven County Hospital
New Bern NC

Veteran Administration Medical Center
Lebanon PA

Speech and Hearing Center
Jacksonville FL

North Kentucky Easter Seal Center
Covington KY

Charleston Speech and Hearing Center
Charleston SC

Children's Language Institute
Ludlow MA

Plainfield Hearing Society
Plainfield NJ

The Rehabilitation Center
Evansville IN

T.B. Logan, Chartered
Henderson KY

Mountain State Rose Hospital and Rehabilitation Center
St. Louis MO

Henderson State University
Arkadelphia AR

Alfred I. DuPont Institute
Wilmington DE

Kelsey-Seybold Clinic
Houston TX

Craig Hospital
Englewood CO

Virginia Baptist Hospital
Lynchburg VA

Coastal Center, Speech and Hearing
Ladson SC

Veterans Administration Hospital
Mufreesboro TN

Children's Hospital of Michigan
Detroit MI

Fairview Hospital
Minneapolis MN

Fort Wayne State Hospital
Fort Wayne IN

Dupage/West Cook Regional
Lombard IL

Lutheran General Hospital
Park Ridge IL

Anna Mental Health & Development Center
Anna IL

Easter Seal Society for Crippled Children
Sacramento CA

Morton F. Plant Hospital
Clearwater FL

Communicative Disorders Department
San Luis Obispo CA

Laguna Honda Hospital
San Francisco CA

Rockland Child Psychology Center
Orangeburg NY

Valdez Speech and Hearing Services Center
Valdez AK

Rehabilitation Services, Inc.
Binghamton NY

East River Montessori School
New York NY

Bronx Veteran Administration Hospital
New York NY

Bellevue Hospital Center
New York NY

Rockland County Speech and Hearing Center
Nauet NY

John F. Kennedy Medical Center
Edison NJ

Pascack Valley Hospital
Westwood NJ

Special School District, St. Louis County
Town & Country MO

St. Anthony's Medical Center
St. Louis MS

Metropolitan Medical Center
Minneapolis MN

Western Maryland Center
Hagerstown MD

The Methodist Medical Center
Peoria IL

Good Samaritan Hospital
Mt. Vernon IL

San Pedro & Peninsula Hospital
San Pedro CA

St. Joseph's Hospital, Inc.
Lowell MA

Bethesda Speech and Hearing Center
Bethesda MD

Community Health Care Associates
Lexington MA

Long Island College Hospital
Brooklyn NY

Morristown Memorial Hospital
Morristown NJ

The Hospital Center at Orange
Orange NJ

Helen Hayes Hospital
West Haverstraw NY

The Mount Sinai Hospital
New York NY

New Rochelle City School District
New Rochelle NY

North Shore University Hospital
Manahasset NY

Mid Coast Speech and Hearing Center
Camden ME

Oakland Schools
Pontiac MI

Gillette Children's Hospital
St. Paul MN

Northwest Hospital
Seattle WA

Lehigh Valley Society for Crippled Children
Bethlehem PA

Fairfax County Health Department
Fairfax VA

Texas Christian University
Ft. Worth TX

Medical College of Virginia
Richmond VA

Good Samaritan Medical Center
Zanesville OH

Oregon State University
Corvallis OR

St. Luke's Hospital
Aberdeen SD

Hearing and Speech Center
Dayton OH

Reading Rehabilitation Hospital
Reading PA

Easter Seal Rehabilitation Center
Manchester NH

Portsmouth Rehabilitation Center, Inc.
Portsmouth NH

Huntington Hearing and Speech Center
Huntington NY

Board of Education
Stamford CT

Mott Children's Health Center
Flint MI

Communication Disorders, Ltd.
Stockton CA

Acton & Acton Boxborough Regular School
Acton MA

Cleveland State University
Cleveland OH

Toledo Hearing & Speech Center
Toledo OH

Charlotte Rehabilitation Hospital
Charlotte NC

Ohio State University Hospitals
Columbus OH

Mississippi Bend Area Educational Agency #9
Bettendorf IA

Children's Beach House
Wilmington DE

Forest Hospital
Des Plaines IL

Newington Children's Hospital
Newington CT

St. John's Hospital and Health Center
Santa Monica CA

Georga Center for Multiply Handicapped
Atlanta GA

Pittsburgh Hearing and Speech and Deaf Services
Pittsburgh PA

Social Services for the Hearing Impaired, Inc.
Flint MI

Center on Deafness
Denver Co

Communication Services Agency for the Deaf
Indianapolis IN

Information and Referral Center for the Hearing Impaired
Honolulu HI

New York League for the Hard of Hearing
New York NY

Rocky Mountain Rehabilitation Center
Colorado Springs CO

Pacific State Hospital & Developmental Center
Pomona CA

University of Alabama
University AL

League for the Handicapped, Inc.
Baltimore MD

St. Paul Rehabilitation Center
St. Paul MN

Rockland County Center/Physically Handicapped
New City NY

New York State Mental Health Program for the Deaf
New York NY

Communication Services for the Deaf
Sioux Falls SD

Kurtz Training Center
Bethleham PA

Woodrow Wilson Rehabilitation Center
Fishersville VA

Goodwill Industry of Madison
Madison WI

League of the Hearing Impaired
Nashville TN

West Chester County Medical Center
Valhalla NY

Berryhill Center for the Hearing Impaired
Jackson TN

Seattle Hearing and Speech Center
Seattle WA

Dayton Public Schools/Grace A. Green
Dayton OH

Cattaraugus County Rehabilitation Center
Olean NY

United Health Services, Communication/Deaf
South Bend IN

Hartford Easter Seal Rehabilitation
Hartford CT

The Living Rehabilitation Center, Inc.
Portland OR

Tennessee Vocational Training Center
Elizabethton TN

The Workshop, Inc.
Menands NY

St. Paul-Ramsey Medical Center
St. Paul MN

Center on Deafness
Glenview IL

Portland Center for Hearing and Speech
Portland OR

Glendale Adventist Medical Center
Glendale CA

Northwestern University, Audiology and Hearing Department
Evanston IL

Goodwill of Santa Clara County
San Jose CA

Deaf Action Center
Dallas TX

Occupational Services, Inc.
Chambersburg PA

Family Service Agency, Inc.
Sioux Falls SD

Austin State Hospital
Austin TX

Pennsylvania Rehabilitation Center
Johnstown PA

Vocational Rehabilitation Center
Pittsburgh PA

Medical Center Rehabilitation Hospital
Grand Forks ND

Genesee City Community Mental Health
Flint MI

Lutheran Children and Family Services
Chicago IL

Michael Reese Hospital and Medical Center
Chicago IL

Rehabilitation Center for the Deaf
Cave Springs GA

District V, Office of Vocational Rehabilitation
Clearwater FL

Hear Center
Pasadena CA

Speech, Hearing and Neurology Center
San Diego CA

Community Outreach Program/Deaf
Tucson AZ

Central State Hospital
Indianapolis IN

Aim for the Handicapped, Inc.
Dayton OH

Mendota Mental Health Institute
Madison WI

Northwestern University
Evanston IL

Northern Illinois University
Dekalb IL

Washington University/Central Institute of the Deaf
St. Louis MO

Eastern Kentucky University
Richmond KY

North Carolina School for the Deaf
Morganton NC

University of Washington School of Medicine
Seattle WA

Deafpride Inc.
Washington DC

Southeastern Indiana Rehabilitation Center
Clarksville IN

Venture Corporation
Westboro MA

St. Jude's Developmental Center
Albany NY

Northwestern University Medical School
Chicago IL

East Kentucky Comprehensive Rehabilitation Center
Thelma KY

University of Miami
Coral Gables FL

Trinity Mission to the Deaf
Syracuse NY

Gracewood State School & Hospital
Gracewood GA

F.A.I.T.H.
Kalona IA

Lincoln School District #298
Lincoln KS

Harrison County Board of Education
Cynthiana KY

Rhode Island School for the Deaf
Providence RI

Florida School for the Deaf/Blind
St. Augustine FL

Vallejo Unified School District
Vallejo CA

Mt. Calvary Baptist Church
Albertville AL

American Lutheran Church
Sioux Falls SD

Emory University
Atlanta GA

Michigan State University
East Lansing MI

Ohio State University
Columbus OH

University of Tulsa College-Department of Education
Tulsa OK

GCAA
Hyattsville MD

Washington Hospital Center
Washington DC

Northeastern University
Boston MA

Madonna College/Education Supplemental Services
Livonia MI

California Association of the Deaf
Sacramento CA

State Mental Health Program
Portland OR

Audiology & Speech Pathology Department
Narshfield WI

Speech & Language Rehabilitation Services
Southfield MI

Western Maryland College
Westminster MD

Lake County Association for the Retarded
Gary IN

Oregon College of Education
Monmouth OR

Eastern Illinois University
Charleston IL

Rochester Rehabilitation Center
Rochester NY

Livingston Parish Schools
Livingston LA

Delaware Curative Workshop
Wilmington DE

Lutheran Church for the Deaf
Minneapolis MN

Egyptian Public & Mental Health Department
Eldorado IL

Hands for the Handicapped
New York NY

San Francisco State University
San Francisco CA

Lincoln Developmental Center
Lincoln IL

United Hospitals, Inc.
St. Paul MN

New England Home for the Deaf
Danvers MA

The Rehabilitation Center
Evansville IN

Service Industries, Inc.
Redwood Falls MN

The Ohio State University
Columbus OH

Minnesota School for the Deaf
Faribault MN

University of Texas at Dallas
Dallas TX

Rhode Island Division of Vocational Rehabilitation
Providence RI

University of Wisconsin-Stevens Point
Stevens Point WI

Wisconsin Rehabilitation Center for the Deaf
Delavan WI

Southern Connecticut State College
New Haven CT

State University Hospital
Brooklyn NY

Meadowood Springs Speech Camp
Pendleton OR

Niagra Frontier Vocational Center
Buffalo NY

Los Angeles Southwestern College Handicap Program
Los Angeles CA

Mississippi Association of the Deaf
Jackson MS

Montana State University Summer Camp
Bozeman MT

University of Houston
Houston TX

Idaho State School for the Deaf/Blind
Gooding ID

Speech, Hearing & Neurosensory Center
San Diego CA

Wabash Valley Goodwill Inc.
Terre Haute IN

Salem Church of Christ
Florence AL

Rivers County Association for Retarded Citizens
Riverside CA

Selaco Downey High School
Downey CA

Bible Camp for the Deaf
Council Bluffs IA

Kansas Association of the Deaf
Olathe KS

The Silent Golden Agers
Birmingham AL

State Board of Vocational Education
Nashville TN

American Speech, Language and Hearing Association
Rockville MD

Tennessee Temple University
Chattanooga TN

Indiana Rehabilitation Services
Indianapolis IN

South Carolina Vocational Rehabilitation Department
Columbia SC

New Jersey Association of the Deaf
Park Ridge NJ

Texas Association of the Deaf
San Antonio TX

Iowa Deaf Camp
Des Moines IA

Easter Seal Camp and Facilities for Handicapped Children & Adults of Tennessee
Nashville TN

Western Center/Audiology and Speech Department
Canonsburg PA

Home Mission Board of the Southern Baptist Convention
Atlanta GA

Pulaski County Special School District
Little Rock AK

Jr. High 47 Middle School for the Deaf
New York NY

Mott Community College
Flint MI

La Guardia Community College
Long Island City NY

Atlantic Christian College
Wilson NC

Kentucky Association of the Deaf
Danville KY

State Department of Labor/Division of Vocational Rehabilitation
Wilmington DE

Department of Human Resources
Atlanta GA

Department of Health, Education & Welfare/Office of Rehabilitation Services
Philadelphia PA

Department of Vocational Rehabilitation
Pierre SD

Texas Rehabilitation Commission
Austin TX

Utah State Office of Education
Salt Lake City UT

Department of Social and Rehabilitation Services
Waterbury VT

East Main Church of Christ
Kalamazoo MI

New Britain Public School System
New Britain CT

Sanoma State Hospital
Eldridge CA

Goodwill Indistries of Akron
Akron OH

Davis Memorial Goodwill Industry
Washington DC

Health, Education & Welfare/Rehabilitation Services Administration
Personnel
Washington DC

Division of Rehabilitation
Montgomery AL

Bureau of Vocational Rehabilitation
Carson City NV

State Board of Education
Charleston WV

Opportunity Developmental Center
Wisconsin Rapids WI

Baptist General Convention of Oklahoma
Oklahoma City OK

First Baptist Church
Birmingham AL

University of Florida
Gainesville FL

Wainae School Hearing Impaired Program
Wainae HI

Institute of Logopedics
Wichita KS

University of Southern California/Tracy Clinic
Los Angeles CA

Office of Rehabilitation Services
Kansas City MO

Episcopal Mission of the Deaf
Mebane NC

State Department of Education
Hartford CT

Office of Rehabilitation services
Chicago IL

Department of Institutions
Oklahoma City OK

Rehabilitation Education & Services Branch
Des Moines IA

Pennsylvania Bureau of Rehabilitation
Harrisburg PA

First Baptist Church
Knoxville TN

First Baptist Church
Springhill LA

Rockville Church of Christ
Rockville MD

Arlington Assembly of God
Arlington VA

Boston College
Chestnut Hill MA

University of California
Santa Barbara CA

Utah Association of the Deaf
Murray UT

St. Elizabeths Hospital
Washington DC

Chear
Yonkers NY

Miami Dade Community College
Miami FL

Veterans Administration Hospital
East Orange NJ

Veterans Adminstration Hospital
New York NY

Occupational Vocational Rehabilitation Class, Sunland Training Center
Opa Locka FL

Capitol Regular Education Council
Wethersfield CT

St. Mary's School for the Deaf
Buffalo NY

Archbishop Ryan Memorial Institute for the Deaf
Philadelphia PA

White Haven Center
White Haven PA

Scranton State School for the Deaf
Scranton PA

Ohio School for the Deaf
Columbus OH

Kent County Board of Education
Chestertown MD

Ocean View School District Program for the Hearing Impaired
Escondido CA

Deaf World Missions
Kansas City MO

University Baptist Church
Oakland CA

Apostolate/Deaf Catholic Services
Newark NJ

American Medical Association
Chicago IL

Crossroads Rehabilitation Center
Indianapolis IN

Amarillo Speech, Hearing & Language Center
Amarillo TX

West Virginia Rehabilitation Center
Institute WV

Ohlone College
Fremont CA

Central Athletic Association for the Deaf
Skokie IL

Wisconsin Association of the Deaf
Madison WI

Camp Taloali
Stayton OR

Division of Vocational Rehabilitation
St. Paul MN

State Department of Education
Lincoln NE

State Department of Education
Albuquerque NM

Department of Social Welfare, Rehabilitation
St. Thomas VI

Office of Rehabilitation Services
Seattle WA

Hearing Improvement Center, Inc.
West Hartford CT

Speech & Hearing Center
Ft. Walton Beach FL

Veterans Administration Center
Bay Pines FL

Youville Rehabilitation/Chronic Hospital
Cambridge MA

Missouri Baptist Hospital
St. Louis MO

Doran Hall Speech Clinic
Greensburg PA

St. Vincent's Medical Center
Staten Island NY

Burlington County Memorial Hospital
Mt. Holly NJ

The Woods School
Langhorne PA

American Deaf and Rehabilitation Association
Silver Spring MD

Delaney Baptist Church
Orlando FL

Northside Baptist Church
Elkhart IN

Tennessee School for the Deaf
Knoxville TN

Wayne State University, Rehabilitation Institute
Detroit MI

Broward County Hearing & Speech Association
Fort Lauderdale FL

Department of Social Services
Honolulu HI

Vocational Rehabilitation Administration
Washington DC

Department of Labor & Industry
Trenton NJ

San Diego Community College District
San Diego CA

Crotched Mountain Rehabilitation Center
Greenfield NH

Georgia Academy for the Blind
Macon GA

Department of Exceptional Children
Port Huron MI

Northwest Harris County Cooperative
Houston TX

Gallaudet School for the Deaf
St. Louis MO

Augustana College
Rock Island IL

Mary Hitchcock Memorial Hospital
Hanover NH

Medical University of South Carolina
Charleston SC

Nicollet Clinic
Minneapolis MN

University of Michigan
Ann Arbor MI

Holy Names College
Oakland CA

Detroit Public Schools
Detroit MI

Special Services Center
Edmonds WA

University Hospital
Augusta GA

First Southern Baptist Church
Indianapolis IN

Huffman Baptist Church
Birmingham AL

Calvary Temple
Allentown PA

First Deaf Mennonite Church
Lancaster PA

Manhattan Church of Christ
New York NY

Blessed Virgin Mary Church
North Providence RI

Madison Baptist Church
Madison NJ

Holy Cross Hospital
Chicago IL

Church of Christ
Maywood CA

Emmanuel Baptist Church
Lakewood CA

Caniels Speech & Language Clinic
Boston MA

Grace Lutheran Church for the Deaf
Greensboro NC

First Baptist Deaf Chapel
Lafayette LA

State Department of Health and Social Services
Cheyenne WI

Department of Social and Rehabilitation Services
Great Falls MT

Grand Rapids Oral Deaf Program
Grand Rapids MI

Overbrook School for the Blind
Philadelphia PA

Pineland Center
Pownal ME

Bethany Hill School for Multi Impaired Deaf and Aphasic
Framingham MA

Harlandale Independent School District
San Antonio TX

Office of Butte County
Oroville CA

Grand River Baptist Church
New Castoe CO

Creasy Lane Baptist Church
Lafayette IN

St. John Lutheran Church
Clinton IA

Fellowship of Christian Deaf & Sign Language Center
Canton OH

Christian Deaf Center
Portland OR

Bel Air Baptist Church
El Paso TX

Church of Jesus Christ of Latter Day Saints
Spokane WA

St. Monica's Roman Catholic Church
Barre VT

Faith Lutheran Church of the Deaf
Spokane WA

Savannah Speech & Hearing Center
Savannah GA

Office of Rehabilitation Services
San Francisco CA

Arizona Council for the Deaf
Phoenix AZ

State Board of Vocational Education & Rehabilitation
Springfield IL

Apache Creek Deaf Ranch
Apache Creek NM

Central Office
Sheboygan WI

Odessa Regular Education Program for the Deaf
Odessa TX

Chester County Intermediate Unit 24
Coatesville PA

Sunnyside School
Chattanooga TN

Lubbock State School
Lubbock TX

Austine Educational Unit
Burlington VT

Willie Ross School for the Deaf
Longmeadow MA

Gaston County Schools
Gastonia NC

North Dakota School for the Blind
Grand Forks ND

Enchanted Hills Camp for the Blind and Deaf/Blind
San Francisco CA

The Crippled Children's School
Jamestown ND

Child Study Center Deaf/Blind Preschool
Oaklahoma OK

Memphis Oral School for the Deaf
Memphis TN

Pilgrim Lutheran Church of the Deaf
Los Angeles CA

Idaho Division of Vocational Rehabilitation
Boise ID

Easter Seal Camp Fairlee Manor
Chestertown MD

First Baptist Church
St. Petersburg FL

Ohio Deaf Camp
Akron OH

Information Center for Handicapped Individuals, Inc.
Washington DC

Monroe County Association for the Hearing Impaired
Rochester NH

State Department of Education
Baltimore MD

Department of Health, Education & Welfare
Denver CO

South Dakota School for the Deaf, Itinerant
Sioux Falls SD

West Virginia School for the Deaf
Romney WV

Renton School District # 403
Renton WA

Far West Athletic Association for the Deaf
Granada Hills CA

Georgia Association of the Deaf
Cave Spring GA

Talladega Church of Christ
Talladega AL

State Department of Rehabilitation
Sacramento CA

First Baptist Church
Greensboro NC

Sunset Acres School
Shreveport LA

State Department of Education
Lansing MI

La Puente Valley Vocational Adult Program
City of Indistry CA

Deaf and Hard of Hearing Counseling
Wichita KS

East Los Angeles College
Monterey Park CA

Pennsylvania Society for the Advancement of the Deaf
Pittsbrgh PA

Department of Health and Social Services
Madison WI

Alexander Graham Bell Association
Washington DC

Rehabilitation Services Department of Health, Education & Welfare
Boston MA

Cook Springs Baptist Church
Cook Springs AL

Department of Health, Education & Welfare
Dallas TX

St. Patrick's Chapter ICDA 106
Rockford IL

Leawood Baptist Church
Memphis TN

Speech & Hearing & Neurology Center
San Diego CA

Department of Health & Human Resources
Baton Rouge LA

Grace United Methodist Church
Austin TX

Dumas Avenue Baptist Church
Oklahoma City OK

First Baptist Church
San Antonio TX

Roanoke Valley Speech and Hearing Center
Roanoke VA

St. John's Hospital
Springfield IL

Division of Vocational Rehabilitation
Bismark ND

Central Baptist Church
Florence AL

Second Baptist Church
Poplar Bluff MO

Seattle Public School District #1
Seattle WA

Brooklyn College
Brooklyn NY

Iowa Hearing Impaired Camp
Ankeny IA

American Coalition of Citizens with Disabilities
Washington DC

Alexander Graham Bell Association for the Deaf
Washington DC

First Baptist Church
Thomasville NC

Massachussets Rehabilitation Commission
Boston MA

Montana Association of the Deaf
Great Falls MT

Hillside Hospital
Warren OH

Childrens Hospital
Columbus OH

Southeast Connecticut Hearing and Speech Center, Inc.
Norwich CT

Helmbold Education Center
Corbin City NJ

Department of Human Resources
Salem OR

Calvary Baptist Church
West Lafayette IN

Bureau of Rehabilitation
Augusta ME

Church of Latter-Day Saints
Naperville IL

Calvary Baptist Church
Greenfield IN

Woodland Baptist Church
Winston-Salem NC

First Baptist Church
Gainesville TX

Mt. San Antonio Community College
Walnut CA

Department of Health and Social Services
Olympia WA

Word of God Lutheran Church for the Deaf
Cedar Rapids IA

Citadel Square Baptist Church
Charleston SC

Summit Grove Baptist Church
Shreveport LA

Central Assembly of God Church
Tulsa OK

Church of Christ for the Deaf
Austin TX

Carlsbad Unified School District
Carlsbad CA

Southeastern Athletic Association of the Deaf
Morganton NC

Wyoming Association of the Deaf
Gillette WY

San Francisco Senior Citizens
San Francisco CA

De L'Epee Deaf Center
Gulfport MS

Deaf Social Service Agency for the Tri State, Inc.
Evansville IN

Thornely School for the Deaf
Watsonville CA

Selaco South Middle School
Downey CA

Cadwell County Cooperative
Lockhart TX

St. John School for the Deaf
Milwaukee WI

Valparaiso University Speech Clinic
Valparaiso IN

Cleveland Hearing & Speech Center
Cleveland OH

Northeastern University
Boston MA

Catawba College
Salisbury NC

Hearing Conservation Center/Deaf Services Center
Lancaster PA

Buffalo Hearing & Speech Center, Inc.
Buffalo NY

Swan Lake Lodge
Pengilly MN

Louisiana State University
Shreveport LA

North Eastern Intermediate Unit #19
Dunmore PA

Woodhaven School, Inc.
Columbia MD

Hogan Regional Center
Hathorne MA

Phoenix Elementary School District #1
Phoenix AZ

Los Angeles County Superintendent School
Downey CA

Department of Health, Education & Welfare
New York NY

Portsmouth Rehabilitation Center, Inc.
Portsmouth NH

Goldwater Memorial Hospital
New York NY

San Francisco State University
San Francisco CA

Ohio Rehabilitation Services Commission
Columbus OH

Mabel White Memorial Baptist Church
Macon GA

Rose R. Kennedy Center
Bronx NY

Diagnostic Learning Center
Peoria IL

Hunter College of City University
New York NY

Arizona State School for the Deaf and Blind
Tucson AZ

Dr. George V. Stevens
Gilroy CA

Phoenix Catholic Society for the Deaf
Phoenix AZ

Father George Horan
Los Angeles CA

Bethlehem Lutheran Church
Mason City IA

Firstone Road Baptist Church
North Canton OH

Church of Christ
Jacksonville IL

Silent Assembly of God Church of the Deaf
Detroit MI

St. Ignatius Martyr
Austin TX

St. Mark's Lutheran Church
Roanoke VA

St. Matthew's Lutheran Church for the Deaf
Newark NJ

Mennonite Church of Scottdale
Scottdale PA

Reform Congregation Keneseth Israel
Elkins Park PA

Washington State Association of the Deaf
Seattle WA

Catholic Charities Bi-County Center
Amityville NY

Michigan Association of the Deaf
Kalamazoo MI

New Hampshire Association of the Deaf
Watertown MA

Nebraska Association of the Deaf
Omaha NB

Maryland Association of the Deaf
Frederick MD

Virginia Association of the Deaf
Verona VA

Idaho Association of the Deaf
Boise ID

Arkansas Association of the Deaf
Little Rock AR

Florida Association of the Deaf
Tampa FL

Eastern Athletic Association of the Deaf
Lodi NJ

Camp Holiday Trails
Charlottesville VA

Bay Cliff Health Camp
Marquette MI

Columbia Lighthouse for the Blind Summer Program
Washington DC

Damp Endeavor, Inc.
St. Augustine FL

U.S. Deaf Skiers Association
Hackensack NJ

Junior National Association of the Deaf
Washington DC

Camp Trail
Hunt TX

Camp Kysoc
Carrollton KY

Aspen Camp School for the Deaf
Aspen CO

Los Angeles YMCA Deaf Camps
Los Angeles CA

Minnesota Outward Bound School
Wayzata MN

Northwest Athletic Association of the Deaf
Roy UT

Camp Isola Bella
Salisbury CT

American Humane Association Hearing Dog Program
Englewood CO

Council for Exceptional Children
Reston VA

Conference of Executives of American Schools for the Deaf
Washington DC

Charlotte Eye, Ear & Throat Hospital
Charlotte NC

The Deafness Research Foundation
New York NY

National Catholic Education Association
Washington DC

International Association of Parents of the Deaf
Silver Spring MD

National Association of State Directors of Special Education
Washington DC

National Association of the Deaf
Silver Spring MD

Better Hearing Institute
Washington DC

Accoustical Society of America
New York NY

American Otological Society
Charlottesville VA

American Laryngological, Rhinological & Otological Society, Inc.
Broomall PA

American Association for the Handicapped
Seattle WA

Alexander Graham Bell Association
Washington DC

John of Beverly Deaf Ministry
St. Louis MO

St. Paul Lutheran Church for the Deaf
Sioux City IO

Gospel Ministries for the Deaf
Salem OR

Credo
Devils Lake ND

Calvary Temple Deaf Chapel
Flossmoor IL

The Baptist Campus Ministry
Dekalb IL

Sherrelwood Church
Denver CO

Highland Park Church for the Deaf
St. Paul MN

Fredonia Hill Baptist Church
Nacogdoches TX

Eternal Mercy Lutheran Church for the Deaf
Memphis TN

All Souls Church for the Deaf
Philadelphia PA

Church of St. Lawrence
Faribault MN

Saint Mary's Church
Trenton NJ

St. Paul Lutheran Church
Ogden UT

Sacred Heart Christian Life Center
Manchester NH

Penrose Chapel
Denver CO

First Baptist Church
Bastrop LA

First Baptist Church
Salisburg NC

Baton Rouge Catholic Deaf Center
Baton Rouge LA

Church of Christ-Deaf
Abilene TX

Bethel Deaf Lutheran Church
Denver CO

Denver All-Souls of the Deaf
Denver CO

Baptist Ministries with the Deaf
Oklahoma City OK

Catholic Deaf Society
Clifton NJ

First Baptist Church
Harrisburg IL

St. John Lutheran Church for the Deaf
Ft. Wayne IN

St. Boniface Rectory
Philadelphia PA

First Baptist Church
Dallas TX

Our Lady of Lourdes
Vancouver WA

Trinity Lutheran Church
Ottumwa IA

St. Mark Lutheran Church of the Deaf
Towson MD

Columbia Baptist Church
Falls Church VA

East Ridge Baptist Church
Chattanooga TN

Provo Branch for the Deaf
Provo UT

International Catholic Deaf Association
Silver Spring MD

Central Baptist Church
Oak Ridge TN

Larkin Avenue Baptist Church
Elgin IL

Deaf Friends Chapel
Wheat Ridge CO

Christian Deaf Fellowship
Monrovia CA

Our Redeemer Lutheran Church-Deaf
Seattle WA

Immanuel Church of the Deaf
Los Angeles CA

Catholic Deaf Apostolate
West Hartford CT

Logan Street Baptist Church
Mt. Vernon IL

Lutheran Social Ministry of Arizona
Tucson AZ

Cameron United Methodist Church
Cincinnati OH

Hope Lutheran Church of the Deaf
Portland OR

Central Church of Christ
Nashville TN

St. Dominic Center for the Deaf
Houston TX

Our Lady of Lourdes
Seattle WA

Calvary Baptist Church
Renton WA

Central Assembly of God/Deaf
Springfield MO

Catholic Center
Bridgeport CT

First Assembly of God
Medford OR

Hamilton West Baptist Church
Hamilton OH

First Baptist Church
East Hartford CT

Diocese of Buffalo/Apostolate/Deaf
Buffalo NY

Virginia Beach Free Will Baptist Church
Virginia Beach VA

Catholic Deaf Apostolate/Oregon
Portland OR

Franklin Street Baptist Church
Centerville OH

National Congress of Jewish Deaf
Greenbelt MD

Magnolia Avenue Baptist Church
Riverside CA

Christ Lutheran Church Deaf
Peoria IL

Holy Innocents Catholic Church
Manitowoc WI

Episcopal Deaf in Virginia
Williamsburg VA

END

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